

Hazelden Betty Ford



Graduate School  
of Addiction Studies

## College Catalog and Student Handbook

- Master of Arts in  
Addiction Counseling:  
Advanced Practice
- Master of Arts in  
Addiction Studies:  
Integrated Recovery for  
Co-Occurring Disorders
- Master of Arts in  
Addiction Counseling
- Customized Training



2017-2018

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# About the Graduate School

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## About the Graduate School

### Introduction

The Hazelden Betty Ford Graduate School of Addiction Studies is an institution of higher education within the Hazelden Betty Ford Foundation. The Foundation is a not-for-profit multi-resource center for addiction based on core competencies in treatment, education, research, and publishing. Since its early beginnings in 1949, Hazelden Betty Ford has educated students, patients, family members, interns, professionals, and the public regarding the prevalence, prevention, assessment, and treatment of alcohol and drug dependence.

In 1965, the Foundation developed the Hazelden Chemical Dependency Counselor Training Institute, a formal training program of classroom education and clinical training to prepare individuals as alcohol and drug dependence counselors. Throughout its operation, the institute educated more than 550 graduates from North and South America, Europe, Asia, Middle East, and Africa.

In 1975, a separate division for professional training was established to include workshops, clinical internships, and counselor education programs in partnership with degree granting institutions for undergraduate credit.

The training institute evolved into a comprehensive theory, research, and practice-based graduate school, and is now the longest continuous educational resource for students of alcohol and drug dependence counseling in the United States.

The Graduate School is the result of the Foundation's commitment to education. One of Hazelden Betty Ford's first mission statements, developed in 1984, claimed education as a core competency.

In 1998, the Board of Trustees established strategic priorities to lead clinical research, education, and professional training in the field of addiction. The Hazelden Betty Ford Graduate School of Addiction Studies was established, admitting its first class in 1999 with seven masters and six certificate students.

Today, the Hazelden Betty Ford Graduate School of Addiction Studies has granted 758 master's degrees and 60 certificates in addiction counseling. The shared history of the Hazelden Chemical Dependency Counselor Training Program, and now the Graduate School, has educated students from over 45 states and over 40 countries, including Japan, Iceland, Norway, Canada, Great Britain, and Bermuda.

The Graduate School of Addiction Studies is located at Hazelden Betty Ford's largest campus in Center City,

Minnesota. Students enrolled in on-campus degree programs are provided with access to clinical practice opportunities at various Hazelden Betty Ford Foundation locations in Minnesota.

The school also affords students access to clinical placements to further broaden clinical experience and expertise.

### Mission Documents

#### Mission

We educate future leaders in addiction counseling who provide evidence-based integrated care for substance use and co-occurring disorders.

#### Vision

The Graduate School will set the international standard for addiction counselor education, practice, and leadership.

#### Values

To actualize our mission and achieve our vision, the Graduate School embraces the following values:

- Champion empathy, knowledge, diversity, multicultural competencies, and skills enabling students to treat the "whole" person as well as the disease of alcohol and drug dependence and its complications.
- Treat each person with dignity and respect.
- Promote Twelve Step fellowship as an effective method of sustaining therapeutic change.
- Be of service to the larger community.
- Advance innovation as a tool for continuous improvement.
- Foster a scientific and open environment for inquiry and learning anchored in academic freedom and scholarship.
- Advocate life-long learning as a standard for continued clinical competence.

#### Goals

All graduates of the Graduate School will achieve the following learning outcomes:

## About the Graduate School

- Demonstrate competence in evidence-based and theoretical approaches to alcohol and drug dependence and its complications
- Appreciate diversity as a clinical opportunity, based on individual differences including social, cultural, physical, and psychological implications of recovery
- Facilitate a process of change, including related factors such as family, environmental, and systemic issues
- Apply data and research to improve clinical services and outcomes
- Understand the ethical, moral, and legal implications of clinical practice

### Organizational Priorities

Serving as a platform for the future, the Graduate School is charged with the following priorities:

- Prepare students as future leaders in behavioral health.
- Enrich community engagement for more effective public service.
- Advance student learning resources.

### Educational Philosophy and Learning Outcomes

The Graduate School faculty identifies specific learning outcomes for each course and program. These outcomes provide the basis for assessing academic achievement. The Graduate School's educational philosophy is based on the premise that learning is a student-centered, transformational process that enlightens and empowers the learner cognitively, affectively, and behaviorally. The Graduate School emphasizes outcomes that prepare students for future roles as effective counselors and leaders in the behavioral health field. To optimize learning outcomes, intensive learning strategies are used to integrate theory, research, and practice throughout the curriculum. Classes incorporate diverse perspectives, drawing upon faculty expertise as well as the scientific, professional, and clinical resources of Hazelden Betty Ford Foundation. Courses build upon prior knowledge and skill in incremental stages that promote advanced knowledge, understanding, as well as clinical and professional competency.

### Facts at a Glance

#### Enrollment—as of Fall 2017

- Total master's students: 189
- Full-time master's students: 48%
- Part-time master's students: 52%
- Total customized students: 7

#### Student Diversity

- Female students: 71%
- Male students: 29%
- Students of color: 7%
- Out-of-state students: 48%
- International students: 3%
- Age range of students: 22-67
- Average age: 41

#### Faculty

- Core faculty: 7
- Emeriti faculty: 1
- Research faculty: 2
- Adjunct faculty: 22

### Licensure

#### Minnesota Licensed Alcohol and Drug Counselor (LADC)

Graduates of the Master of Arts in Addiction Counseling and Master of Arts in Addiction Counseling: Advanced Practice programs meet the academic requirements necessary to pursue the Licensed Alcohol and Drug Counselor credential in Minnesota. Graduates of the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

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**Minnesota Licensed Professional Counselor (LPC)**

Graduates of the Master of Arts in Addiction Counseling program may elect to complete four additional credits of coursework to fulfill the academic requirements necessary to pursue the Licensed Professional Counselor credential in Minnesota. Students must work with their advisor to determine courses appropriate to fulfill the additional requirements. Graduates of the Master of Arts in Addiction Counseling: Advanced Practice program meet the academic requirements necessary to pursue the Licensed Professional Counselor credential in Minnesota. Graduates of the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

**Minnesota Licensed Professional Clinical Counselor (LPCC)**

Graduates of the Master of Arts in Addiction Counseling: Advanced Practice program meet the academic requirements necessary to pursue the Licensed Professional Clinical Counselor credential in Minnesota. Graduates of the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

**Out of State Licensure**

Licensing requirements vary from state to state. It is the student's responsibility to check licensing requirements in his/her respective state.

**Accreditation**

The Hazelden Betty Ford Graduate School of Addiction Studies is accredited by the Higher Learning Commission, [www.hlcommission.org](http://www.hlcommission.org). Phone: 800-621-7440 or 312-263-0456.

The Hazelden Betty Ford Graduate School of Addiction Studies maintains program accreditation for its Master of Arts degrees through the National Addiction Studies Accreditation Commission (NASAC).

The Wisconsin Department of Safety and Professional Services and the Division of Credential Processing have granted program approval for the Master of Arts in Addiction Counseling programs.

**Minnesota State Registration**

The Hazelden Betty Ford Graduate School of Addiction Studies is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

# Learning Opportunities

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## Learning Opportunities

### About Learning Opportunities

The Hazelden Betty Ford Graduate School of Addiction Studies provides an innovative curriculum that allows students to integrate coursework and research with clinical practice. The typical full-time faculty member has a doctoral degree with extensive experience in addiction treatment. Most are published and have experience in teaching, coaching, and supervision. Students in on-campus programs are supervised and practice alongside some of the most experienced counselors nationwide.

The Graduate School provides the following learning opportunities:

- Master of Arts Programs
- Customized Training
- Continuing Education

The Master of Arts in Addiction Counseling and the Master of Arts in Addiction Counseling: Advanced Practice are based on a scholar-practitioner model that addresses the spectrum of human adjustment, addiction and mental health complications over the lifespan. The Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders is an online degree that equips students to work with individuals in the areas of substance abuse and mental health disorders. These programs provide a comprehensive education, which may include the development of clinical competencies that enable new graduates to practice throughout the continuum of care, improve practice based on research, and effectively address clinical complexity. Graduates have a sound foundation for the development of clinical leadership.

Customized Training is tailored to the individual needs of each student and enables individuals to continue their education, better meet the needs of their patients, and potentially advance their credentials. Available courses focus on topics such as individual differences in clinical presentation, the impact of culture on treatment needs, lifespan development, support systems, and vocational adjustment.

Continuing Education offerings are available throughout the calendar year and are designed for practicing professionals. Workshops meet professional development needs based on new and emerging trends within the addiction field. Continuing education hours are offered in cooperation with the Graduate School of Addiction Studies, the American Psychological Association,

Minnesota Board of Social Work, and the National Association of Alcohol and Drug Abuse Counselors.

### Career Opportunities

Graduates are prepared for professional positions in such fields as:

- Hospital-based and freestanding residential and outpatient behavioral health treatment
- Extended residential treatment
- Intermediate levels of care and halfway house treatment
- Non-profit family and social service agencies
- Private clinical and group practice
- Health maintenance organizations
- Outpatient clinics
- Community social service agencies
- Government and community correction programs

While graduates are prepared for a wide variety of career opportunities, the Hazelden Betty Ford Graduate School of Addiction Studies does not guarantee employment upon graduation.

### Academic Expectations Agreement

The Hazelden Betty Ford Graduate School of Addictions Studies is committed to teaching students at the highest levels of academic rigor. To accomplish this mission, the faculty prepares students to be life-long Scholar/Practitioners by offering researched, evidenced-based courses that reflect the highest standards of the caregiving industry. The courses are designed to be rigorous, i.e., they reflect not only the kind and amount of information about counseling that must be mastered, but also emphasize the need to integrate one's learning from all courses and synthesize this material into a professional practice. Students are expected to work at the highest level to achieve this goal, which is facilitated by direct contact with an expert teaching faculty.

### Student Engagement Opportunities

Hazelden Betty Ford Graduate School is committed to helping our students develop into leaders by supporting activities outside the classroom which will enhance and contribute to student learning. Being involved can take many forms, from being a member of a student



## Learning Opportunities

organization, to conducting research with a faculty member; or volunteering at a social service agency. The Graduate School hosts multiple opportunities for student involvement which allow students to expand their growth and learning through leadership, service, and socializing with a diverse group of peers. Student Organizations register each year with the Graduate School and are student-led. Student Organizations may apply for funding to support annual costs and are advised by a Graduate School Faculty/Staff member. Student Services provides ongoing support to encourage the success of these organizations, their members, and their leaders.

### Master of Arts in Addiction Counseling: Advanced Practice

The Master of Arts in Addiction Counseling: Advanced Practice degree is a 60-credit graduate course of study. By attending to individual differences in clinical presentation, culture, lifespan development, support systems, and vocational adjustment, students develop advanced knowledge and skill to address the complexities of addiction and commonly co-occurring conditions across a continuum of care. Based on a scholar-practitioner model, the program prepares students to seek licensure as Licensed Professional Clinical Counselors (LPCC) and Licensed Alcohol and Drug Counselors (LADC) in the State of Minnesota and elsewhere. The program's learning outcomes are based on state and national criteria for co-occurring disorders licensures and certifications. Students are responsible for checking licensing requirements in the state they wish to practice.

#### Learning Outcomes

The Master of Arts in Addiction Counseling: Advanced Practice degree is guided by state, national, and other credentialing standards; faculty scholarship; best practices in the treatment of addiction and co-occurring conditions; and scientific advancements. Coursework is based on clearly defined learning outcomes that build toward advanced clinical competencies. Classroom and supervised clinical experiences foster in-depth competencies in counseling practice including differential diagnosis, treatment planning, and empirically-supported interventions for addiction and commonly co-occurring conditions. Upon completion of the program, graduates will be able to:

- Integrate major theories, research, and models of human adjustment, vocational development, addiction and co-occurring mental health complications over the life span

- Apply a broad base of clinical intervention in terms of scientific theory, research, and evidence-based practice
- Use an integrated biopsychosocial approach to formulate comprehensive and differential assessments of addiction and commonly co-occurring mental health conditions
- Emphasize the value and application of the Twelve Steps as a behavior change strategy for addiction that incorporates related personality, systemic, and personal growth strategies
- Appreciate and clinically synthesize the social, cultural, and psychological implications of therapeutic change
- Understand the biology of mental disorders and addiction, including pharmacological considerations and implications for effective counseling
- Address cultural diversity and its impact on therapeutic change
- Integrate clinical, vocational, lifespan development, and other patient data into effective and comprehensive treatment plans to guide care for individuals with co-occurring substance use disorders, mental health complications, and other concerns
- Apply integrated treatment approaches and empirically-supported interventions to address addiction and commonly co-occurring disorders, collaborating with the patient, the support system, community resources, and other treatment providers
- Advance therapeutic strategies regarding group, family, and systemic issues relevant to the process of healing, health, and recovery
- Apply single-case research designs and other methodologies to effectively evaluate care and monitor patient outcomes
- Know and understand the historical context regarding the evolution of professional counseling, including addiction and community counseling models
- Assess the extent and severity of human adjustment difficulties, addiction and mental health complications
- Apply quality management data and research trends to improve clinical practice and counseling effectiveness
- Provide crisis intervention strategies and manage clinical risk
- Synthesize ethical, moral, and legal practice issues into professional clinical practice

## Learning Opportunities

- Contribute to the field and common good as a practicing professional
- Integrate the knowledge and skills necessary to address individuals, groups, and systems with complex clinical needs in order to establish priorities, make appropriate referrals, develop and implement treatment plans, provide ongoing counseling services, and evaluate and revise care
- Case manage individuals and groups requiring coordination of community resources, referral information, third-party payment requirements, vocational and career planning, continuing care planning, and community re-entry services

### Master of Arts in Addiction Counseling

The Master of Arts in Addiction Counseling is granted upon successful completion of 44 semester hour credits. The degree meets state requirements to pursue licensure in Minnesota for alcohol and drug counseling. In addition, graduates are eligible for certification in most states, as well as the U.S. Navy and Air Force, and various countries. Students may elect to complete additional coursework to meet state requirements to pursue licensure in Minnesota as a Licensed Professional Counselor. Students are responsible for checking licensure requirements in the state they wish to practice.

#### Learning Outcomes

The graduate program in addiction counseling is an innovative educational approach. The curriculum is guided by state and national standards, faculty scholarship, scientific advancement, and research trends. Coursework is based on clearly defined learning outcomes that build toward clinical competencies. Classroom and supervised clinical experience foster competencies in counseling practice such as assessment, treatment planning, case management, and evidence-based treatment. Upon completion of the program, graduates will be able to:

- Integrate major theories, research, and models of human adjustment, addiction and mental health complications over the lifespan.
- Apply a broad base of clinical intervention in terms of scientific theory, research, and evidenced-based practice
- Emphasize the value and application of the Twelve Steps as a behavior change strategy for addiction that

incorporate related personality, systemic, and personal growth strategies

- Appreciate and clinically synthesize the social, cultural, and psychological implications of therapeutic change
- Understand the biology of mental disorders and addiction, including pharmacological considerations and implications for effective counseling
- Address cultural diversity and its impact on therapeutic change
- Advance therapeutic strategies regarding group, family, and systemic issues relevant to the process of healing, health, and recovery
- Know and understand the historical context regarding the evolution of professional counseling, including addiction and community counseling models
- Assess the extent and severity of human adjustment difficulties, addiction and mental health complications
- Apply quality management data and research trends to improve clinical practice and counseling effectiveness
- Provide crisis intervention strategies and manage clinical risk
- Synthesize ethical, moral, and legal practice issues into professional clinical practice
- Contribute to the field and common good as a practicing professional
- Integrate the knowledge and skills necessary to address individuals, groups, and systems with complex clinical needs in order to establish priorities, make appropriate referrals, develop and implement treatment plans, provide ongoing counseling services, and evaluate and revise care
- Case manage individuals and groups requiring coordination of community resources, referral information, third-party payment requirements, continuing care planning, and community re-entry services

### Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders

The Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders is a 60-credit graduate program delivered in an online format that

## Learning Opportunities

provides the skills and knowledge necessary to treat and effectively promote recovery for individuals with addiction and co-occurring mental health and medical issues. The curriculum, which includes courses in differential diagnosis, trauma-informed treatment, psychopharmacology, and care management, provides an approach to service provision that is integrated from the first contact with the patient. Students learn to assess and treat individuals with close attention to the intricacies of differentiating chemical use, addiction, mental health symptomatology and disorder, and medical issues. Course content, which was developed according to state and national criteria for a number of co-occurring disorders licenses and certifications, is based on current best practices and is delivered by faculty with expertise in assessment and treatment of addiction and co-occurring disorders.

### Learning Outcomes

Upon completion of the program, graduates will be able to:

- Form and maintain a therapeutic alliance focused on hope, empathy, holistic recovery, and personal empowerment
- Apply psychometrically sound and culturally-sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders
- Approach assessment, treatment planning, and service provision with a biopsychosocial and spiritual perspective by identifying patient strengths and considering interrelationships among personality factors, work, family, lifespan development, and stage of change
- Integrate clinical data and collaborate with the patient, the support system, and other professionals, agencies, and community resources to develop and manage an effective service and treatment plan
- Plan and implement culturally-responsive and evidence-based approaches in prevention, intervention, treatment, and ongoing recovery management
- Develop and implement effective crisis prevention and intervention plans and deliver trauma-informed services and follow-up activities
- Integrate major theories, research, models of human adjustment, and vocational development to address addiction and co-occurring mental health complications over the life span
- Conceptualize the complex interaction among addiction, mental health, physical health, and psychopharmacology to inform treatment planning, provide care, and collaborate effectively with a range of treatment providers
- Demonstrate cultural competency in working with diverse populations through self-awareness of cultural identity and the application of culture-specific knowledge and skills
- Advance group, family, and systems-based therapeutic strategies to promote healing, health, and recovery
- Apply single-case research designs and other methodologies to monitor patient outcomes, evaluate care, and continuously adapt treatment and recovery plans to meet the needs of the patient
- Know and understand the historical context regarding the evolution of professional counseling, including addiction and community counseling models, to inform professional services
- Apply quality management data and research trends to improve clinical practice, advance counseling effectiveness, and conduct program evaluation
- Coordinate care and advocate for patient needs across service delivery systems
- Educate patients, families, and communities about co-occurring disorders, recovery, and self-advocacy
- Apply codes of ethics, laws, and regulations and exhibit professionalism in all activities
- Continuously advance the science and practice of behavioral healthcare provision by engaging in continuing professional education, supervision, consultation, and lifelong learning

### Customized Training

Customized training for professional development meets individual learning needs based on past and current competence in addiction as well as student-defined outcome goals. Learning strategies encompass a range of options, including participation in selected Graduate School courses or lectures and informal participation and exposure to experienced on-site clinicians, administrators, researchers, or Graduate School faculty.

### Learning Outcomes

Learning outcomes are developed with the student and faculty advisor. An educational plan is developed and



## Learning Opportunities

serves as a blueprint for learning opportunities and outcomes. Students selecting an individual course are not required to develop an educational plan.

### Licensure

Upon attainment of learning objectives, completed courses are reflected on the student's transcript. Many state certification and licensing boards recognize these academic and clinical hours as contributions toward certification, licensure, and required continuing education hours. If certification, licensure, or continuing education hours is an outcome goal, students are encouraged to consult with their state licensing office and/or certification agency prior to matriculation.

### Clinical Placement

In the on-campus programs, clinical placements are an important component of each student's learning experience. While faculty members consider convenience and student preference, placements are based upon student learning needs and availability of clinical options. Clinical experiences are offered at the discretion of the clinical site. Clinical placements include, but are not limited to, the following: case management, continuing care, primary care, extended care, transitional care, youth services, and family services. Clinical placements external to Hazelden Betty Ford Foundation are recommended to extend and enrich student learning.

Students will be responsible for completing a verification of hours every two weeks. The verification of hours will be signed by both the student and the clinical supervisor and will be turned in during group supervision.

In the online program, internships are held at sites as negotiated by students and confirmed by the Graduate School.

### Final Clinical Integration Paper

The Final Clinical Integration Paper is intended to illustrate how students have incorporated the global learning outcomes related to clinical experiences. Relying on written feedback forms and on experiential activities, students will develop a paper which outlines how observations, supervision, and feedback resulted in the understanding, implementation and development of clinical skills. This paper serves as evidence of the process of synthesizing learning and clinical skills.

The Final Clinical Integration Paper requires students to utilize their Case Presentations, Field Supervisor Evaluations (Form A), and any process events such as

Group Supervision and unit clinical activities to describe and reflect on the following areas.

Describe, in detail, how you fulfilled the HBFSGSAS learning outcomes during your clinical experience

- Demonstrate competence in evidence-based and theoretical approaches to alcohol and drug dependence and its complications
- Appreciate diversity as a clinical opportunity, based on individual differences including social, cultural, physical, and psychological implications of recovery
- Facilitate a process of change, including related factors such as family, environmental, and systemic issues
- Apply data and research to improved clinical services and outcomes
- Understand the ethical, moral, and legal implications of clinical practice

The Final Clinical Integration Paper will be graded using a rubric that measures the criteria above (see Attachment X). The suggested length of the paper is 5 – 10 pages, using one inch margins and 12-point font. Students who score lower than a 2.0 will be asked to rewrite the paper.

### Capstone Experience

All students in degree-granting programs are required to participate in a capstone experience as a requirement for graduation. For students beginning the program before September 5, 2016, the capstone experience will consist of a comprehensive exam. This exam covers content across the curriculum. For students beginning the program after September 5, 2016, the capstone experience will be the completion of a Master's Applied Project (MAP) final summary report. This report integrates, synthesizes, and applies all that the student has learned throughout the course of their education and culminates in an oral defense.

### Re-take Policy for IRCOD Comprehensive Exams

A student who does not pass all or parts of the IRCOD comprehensive exam will be required to re-take the failed questions on the exam. There must be a 60-day wait period between the date of the first IRCOD comprehensive exam administration and the second comprehensive exam administration. This wait period

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applies to all re-administrations. The advisor will provide the student with the date that s/he is eligible to re-take the failed portions of the exam.

During that wait-period, the student will work closely with his/her advisor to demonstrate more comprehensive and/or additional study strategies, techniques, or measures.

Students will be allowed to re-take the failed portions of the exam in their home town to avoid having additional travel expenses by returning to the Graduate School. Students who live close to the Graduate School may contact the Graduate School to arrange for the proctoring of the re-administration. Students who need to proctor in their hometowns will need to follow the guidelines in the Proctored Examination Policy (located in the Student Handbook).

A student who does not pass all or part of the comprehensive exam will not be able to graduate until the exam is passed. If the student successfully passes the re-administration, the graduation date listed on the student's transcript will reflect the next possible graduation date. For example, if a student does not pass the December IRCOD comprehensive exam, but passes the re-take administration in February, the transcript will reflect an April graduation date (not a December graduation date).

## Employment Services

The Graduate School provides a variety of resources that help students who are seeking employment following graduation. Prospective employers contact the Graduate School regarding job openings and notifications of these are then made available on the school's website. An annual Job and Internship Fair is coordinated by the Graduate School. No direct placement activities are undertaken by the school. While graduates are prepared for a wide variety of career opportunities, the school does not guarantee employment.

## Continuing Education

Seminars and workshops on emerging issues and trends in the addiction field are offered through the Graduate School during the calendar year. The focus of continuing education involves advanced practice issues for the seasoned clinician. Offerings are open to all Graduate School participants and alumni.

## Credits

Continuing education clock hours and/or continuing education units are awarded in conjunction with sponsoring organizations including the American Psychological Association, the Association of Addiction Professionals, and the Minnesota Board of Social Work.

# Admissions and Requirements

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## Admissions and Requirements

### Admission Requirements

The Hazelden Betty Ford Graduate School of Addiction Studies programs are open to qualified applicants able to meet entrance requirements. The programs do not discriminate against applicants on the basis of race, color, creed, religion, ethnicity, age, gender, sexual orientation, marital status, socioeconomic status, national origin, or disability.

The admission requirements are:

- A bachelor's degree from a regionally or nationally accredited institution of higher learning, or equivalent, as pertinent for international students
- Certification of no chemical use problems within the two years prior to admission for residential programs. Students in online programs must follow requirements for the state in which the student plans to complete internships and/or will practice in upon graduation.
- An applicant who does not speak English as a first language is required to pass the Test of English as a Foreign Language (TOEFL) or equivalent – with a score of 213 or more on the computer-based test, or a score of 550 or more on the written test, or a score of 80 or more on the Internet-based test. Since the test is given on a limited basis each year, and preregistration is required, the student should allow sufficient time for the results to be included with the enrollment application. A TOEFL score is not required if the applicant has a bachelor's or higher degree from a regionally accredited U.S. college or university or if the student has completed a bachelor's degree or higher in English in another country, as evidenced by an official transcript in English.

It is preferred that applicants have:

- Prior personal or professional knowledge of addiction and recovery
- Some prior educational and/or clinical experience in alcohol and drug dependence or human services
- Access and utilize technology as outlined in Section 6: Technology Requirements

### Application Procedure

Any person who meets these criteria may apply for admission by submitting an online application available at [hazeldenbettyford.edu](http://hazeldenbettyford.edu).

To apply, the candidate must submit:

An essay addressing career and educational aspirations

A non-refundable application fee • Three letters of professional reference regarding the applicant's academic

achievement, skills, and abilities; or professional skills and qualities to be an effective addiction counselor; personal and professional readiness to help others; and knowledge of the applicant's values and ethics

- Official transcripts from all previously attended institutions of higher learning
- Applicants to residential programs at the Graduate School are also required to complete a Background Study to comply with the Minnesota Statutes, Chapter 245C. A complete caregiver background check is also required for the State of Wisconsin under Wisconsin HFS12. These are both required for all students who will have direct contact with patients. According to Minnesota Statute 148A, students are also required to sign a statement and release of information regarding past sexual contact with, or exploitation of, patients or former patients. The Graduate School also requires a statement and release of information regarding past sexual contact with any person under the age of 18.

In addition to verifying qualifications relative to admission standards, faculty evaluate candidates for desire and ability to learn, reasons for pursuing a career in addictions counseling, and other key variables associated with program success. Qualified candidates are invited to participate in an interview either in person, by telephone, or via video conference.

A calendar that includes the beginning and end dates for each session or term is posted online. The document contains the dates for the current and upcoming five semesters. Changes or additions to the schedules will be posted, and students will be notified by postings and/or email.

The applicant is responsible for all expenses incurred when traveling to the Graduate School for a personal interview. Following the completion of applicant interviews, the faculty evaluates all available preadmission information in order to determine appropriateness for admission.

Students who are admitted to the Graduate School are notified by phone and/or email. Students who are denied admission are allowed to re-apply one time no less than twelve months after the date of the admission decision.

### Notification of Admission Decision

Following the completion of the application and interview process, the faculty will review the applicant's files and render a decision as to whether the applicant will be offered admission into a Graduate School program. Applicants will be notified of their admissions decision.

## Semester Calendar

A calendar that includes the beginning and end dates for each session or term is posted online. The document contains the dates for the current and upcoming five semesters. Changes or additions to the schedules will be posted, and students will be notified by postings and/or email.

## Term Dates

Fall Semester 2017 (September 5 – December 16)

Winter Semester 2018 (January 8 – April 21)

Summer Semester 2018 (May 7 – August 18)

## Categories of Admission

### Rolling Enrollment Options

Admissions are continuous, and as a result, prospective students may apply at any time.

### International Student Application Deadlines

International applicants must be admitted according to the following deadlines:

Fall enrollment-July 1

Winter enrollment-November 1

Summer enrollment-March 1

### Master of Arts Programs

Full-time: A full-time student completes the program requirements for the Master of Arts in Addiction Counseling program over a three-semester sequence, the Master of Arts in Addiction Counseling: Advanced Practice program requirements over a four-semester sequence, or the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders program requirements over a six-semester sequence.

Part-time: A part-time student is eligible for regular admission but elects to complete the program beyond the standard full-time course sequence.

Part-time students are encouraged to complete program requirements for the on-campus programs within two years and for the online program within four years. Each part-time student confers with his or her faculty advisor in order to develop an educational plan that reflects the student's learning needs, clinical interests, and the most suitable timetable for program completion.

Federal Student Aid is awarded based on the academic award year. The academic award year at the Graduate School for graduate-level students is 30 weeks of instructional time, which is two full semesters. To qualify for Federal Student Aid, a student must be enrolled with a minimum of five credits in a semester. Graduate students who are eligible for federal loans may qualify for unsubsidized Stafford and Grad PLUS loans.

Full-time enrollment = 9 credits per semester

Half-time enrollment = 5 credits per semester

## References and Related Information

The Graduate School retains the right to verify all educational information, letters of reference, and other information provided as a result of the admission process. All contact and verification sites in the student's record become the property of the school and are held in strict confidence.

The applicant for admission into a Graduate School program understands and consents that all information listed on the application, or relinquished as a result of the interview process, is subject to verification. The applicant understands that any references listed (educational, occupational, or personal) may be contacted during the admission process.

## Transcripts

All applicants requesting admission into a Graduate School program must provide transcripts from all institutions of higher learning previously attended. The transcripts submitted in the application process must be received directly from the issuing educational institution. All international students must provide a transcript through a foreign transcript evaluation agency. The student is responsible for all fees associated with this service.

All transcripts should be sent to:

Hazelden Betty Ford Graduate School of Addiction Studies

Attn: Admissions, CO9

P.O. Box 11

Center City, MN 55012-0011



## Mantoux Testing

The Graduate School requires that all on-campus students provide proof of an annual Mantoux test. All incoming students will provide proof prior to the first day of class. All current on-campus students will be able to take the test during the annual procedure provided by Hazelden Betty Ford Foundation. Students enrolling in a customized program may be exempt, in certain circumstances, from the Mantoux requirement and are encouraged to speak to the admissions office for details.

Should any students receive a positive reading from their Mantoux test, they will be required to submit to a chest x-ray. Additional procedures may be required.

Students enrolled in an online program at the Graduate School must follow state laws for Mantoux testing in the state where they plan to complete their internship and/or work upon graduation.

## Immunizations

Minnesota Law (M.S. 135A.14) requires proof that all students born after 1956 have been vaccinated against diphtheria, tetanus, measles, mumps, and rubella. There are exceptions allowed with disease, medical, and conscientious exemptions.

Any non-exempt student who fails to submit the required information within 45 days of first enrollment cannot remain enrolled. Should a student not submit documentation, the student may not remain enrolled.

New students will receive the Immunization Record Form in their acceptance packet. It is also available at the Admission's Office of the Graduate School.

## Postponement

Students who have been accepted into a Graduate School program may postpone enrollment for up to one calendar year. The Manager of Enrollment and Student Services or designee will inform applicants of any additional information that may be required due to postponement, which may include:

- An updated application describing changes that have occurred since the first application was submitted
- An interview prior to beginning coursework
- An updated submission of criminal and caregiver background checks as originally required at initial admission

- New statement and release form granting permission for the Graduate School to contact current and/or previous employers and others about sexual involvement with patients or sexual contact with any person under the age of 18

Students requesting postponement of admission for more than one year will be required to complete the entire application process again.

## Issuance of Form I-20

The Graduate School will issue a Form I-20 to international students after these conditions are met:

- The student has been formally admitted to the Graduate School.
- The student submits evidence of financial responsibility and other supporting documents, as requested by the Graduate School. Financial responsibility will be proven by the student's submission of official documentation of fiscal resources in an amount equal to or greater than the cost of attendance. The documentation from the student must demonstrate that the student has sufficient financial resources to live in the United States and attend the Graduate School without benefit of additional funds. Contact the school for cost of attendance information.
- A non-refundable deposit of \$100 is required before release of the Form I-20. If the student is denied a visa, the deposit will be refunded.

If the student needs to apply to the U.S. Embassy in his or her own country for a visa, the student may prepay tuition. If the student elects to prepay tuition, a check should be sent to the Registrar at the Graduate School so that the prepayment can be reflected on the student's Form I-20. If the student does not receive a visa, he or she will be reimbursed the tuition payment after the Form I-20 is returned to the Registrar at the Graduate School. No reimbursement will be made without the return of the Form I-20.

The Graduate School will mail the Form I-20 via UPS or FedEx ground delivery. Upon receipt of the Form I-20, the student must submit the Form I-20 to a U.S. Embassy or Consulate to apply for his or her student visa. Master's level students will apply for an F-1 student visa.

Students are required to pay a SEVIS I-901 fee once they receive their Form I-20. Information regarding this fee can be found on the U.S. Immigration and Customs Enforcement website at <https://fmjfee.com/i901fee/>.

## Timeline

A maximum of seven years is allowed for attainment of the master's degree.

## Conditional Admission Policy

Hazelden Betty Ford Graduate School seeks to serve a broad group of individuals who are able to benefit personally from their educational experience, and in turn, bring benefit to those they serve.

Applicants may be offered conditional admission by faculty. Conditionally admitted students must meet satisfactory academic progress, plus any other requirements imposed by faculty as conditions of admission.

Conditionally admitted students must take at least three credits and earn a cumulative grade point average of 3.0 during their first semester.

Upon completion of first semester, the student's file will be reviewed. If a cumulative grade point average of 3.0 or higher is earned and all requirements imposed by faculty as conditions of admission are met, conditional status will be removed. In the event a cumulative grade point average of 3.0 or higher is not earned and/or all requirements imposed by faculty as conditions of admission are not met, the student will be dismissed from the Graduate School.

Credits earned while a conditional admit may be used to satisfy the requirements for an HBFSGSAS degree.

An international student may not be admitted conditionally.

## Readmission Policy

Students who were unable to complete their program without interruption must follow the appropriate policy, depending on their most recent status with the Graduate School, to resume studies.

### Suspension

Students will be eligible to register for classes in the semester immediately following the completion of their suspension without reapplying for admission. They will be required to notify the Dean in writing of their intent to register for the upcoming term 60 days prior to the semester start date to verify that all requirements of the suspension have been successfully met. Should a student decide to not register for classes in the semester that immediately follows their suspension, they must

apply for a Leave of Absence or they will be considered a voluntary withdrawal. Depending on the length of the suspension, additional background checks may be required.

### Leave of Absence

Students will be eligible to register for classes in the semester immediately following the completion of their leave of absence without reapplying for admission. Should a student decide to not register for classes at that time, they will be considered a voluntary withdrawal. Depending on the length of the leave of absence, additional background checks may be required. Please see the full Leave of Absence policy for additional details and requirements.

### Voluntary Withdrawal

Students who voluntarily withdraw from school will be required to reapply for admission to the program should they decide to return at a later date. The student will be notified of admission decisions, acceptance of credits, and other related information as identified in this student handbook. Re-entering students must meet current degree requirements of the curriculum. There is a seven-year limit on acceptance of prior credit.

### Expulsion

Students who are expelled from Hazelden Betty Ford Graduate School of Addiction Studies are not eligible to apply for readmission to the graduate school.

## Transfer of Credit

The Graduate School allows external credits to be transferred from prior educational experience into the master's programs at the Graduate School if they meet the following requirements:

- Maximum of 12 graduate level credits may be transferred into the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders or the Master of Arts in Addiction Counseling: Advanced Practice programs.
- Maximum of 6 credits may be transferred into the Master of Arts in Addiction Counseling program.
- Coursework must have been completed at a regionally accredited institution.
- Coursework must be less than 5 years old and be for the equivalent number of graduate level credits.



## Admissions and Requirements

- Student must have earned a grade of B (3.0 GPA) or higher.
- Graduate School faculty will review requests to determine whether it meets criteria for course equivalency transfer, elective credit transfer, or is not eligible for transfer credit.
- Practicum and Internship courses, orientation courses, CPC-703 Synthesis: Professional Practice, CPC-813 Synthesis: Advanced Professional Practice, IR-815 Synthesis: Integrated Recovery and online courses requiring a residency experience are not eligible for transfer of credit.

Requests for credit transfer will be considered if requests are made no less than two weeks prior to the first term of enrollment at Hazelden Betty Ford Graduate School of Addiction Studies. Credits taken after enrollment at HBFGSAS will not be considered for transfer.

Students must provide all credentials for evaluation at least two weeks prior to the first day of enrollment. Students requesting transfer of credit should follow this procedure:

- Obtain a Request for Graduate Transfer of Credit form from the Manager of Enrollment Management and Student Services.
- Complete the Request for Graduate Transfer of Credit form and submit it with official transcripts and course syllabi during the application process.

Faculty will review the request and the Manager of Enrollment and Student Services will inform students in writing of the results of their request. A complete transfer credit evaluation will be completed by HBFGSAS prior to the last day to drop courses.

## Degree Change

If a student wishes to change his or her program of study after having been admitted to a graduate program at the Graduate School, the student must confer with his or her faculty advisor and apply for the change by completing a Degree Change form along with any required application requirements which have not previously been met, which may include additional essays, background checks and/or orientation requirements. Students who wish to transfer from one-degree program to another must apply for the change prior to graduating and will be informed of acceptance or denial into the new degree program after completing all required forms and application requirements. Once approved for a degree change, students will receive full credit for cross-listed courses

that have already been completed at the Graduate School. Other coursework already completed at the Graduate School will be reviewed to determine applicability to the student's new degree program through the Transfer of Credit Policy. Please note that changing degree programs may require the completion of additional coursework to meet degree requirements and may delay graduation.

Graduates of Hazelden Betty Ford Graduate School of Addictions Studies who wish to enroll into a second program at HBFGSAS must apply for admission into the new program and will be subject to the aforementioned transfer of credit policy and degree change policy with regard to cross-listed courses. Graduates of HBFGSAS will only be eligible for admission into programs that require a minimum of 50-percent or more unique coursework from the previously earned degree.

## Graduate School Facilities

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## Campus Location

The Hazelden Betty Ford Graduate School of Addiction Studies is located in Center City, Minnesota 45 miles northeast of Minneapolis–St. Paul, and is nestled on approximately 500 private, wooded acres overlooking South Center Lake. The Center City campus offers miles of walking trails, the Hazelden Library, the Butler Center for Research, and the Cork Fitness Center.

Hazelden Betty Ford Foundation clinical practicum and internship opportunities are available at Foundation sites including: youth services in Plymouth & Chaska, adult services in Center City, St. Paul and Maple Grove, and Mental Health Centers.

Practicum and internship opportunities are also possible at external community locations. Examples of external sites include African American Family Services, the Chisago County Drug Court, the State of Minnesota Corrections facilities, and the Augsburg College Step-UP® Program.

## Center City Campus Resources

### The Hazelden Library

The focus of the Hazelden Library is to provide on-campus and online students with a hands-on opportunity for study and research into addiction and its social, cultural, psychological, and medical impact. There is also a focus on co-occurring disorders through the multidisciplinary approach and holistic strategy stressed in the treatment, prevention, and recovery from substance dependence and other addictions. Through extensive networking with organizations and persons in the fields of addiction and information science, and by maximizing use of state-of-the-art electronic and computer technology, the Hazelden Library brings students in touch with a world of pertinent information. The library's online catalog of 19,000 titles is searchable from any computer with web access, and valuable informational links are brought together in the library's intranet page. Students also have access to the latest advances and technology through a student computer lab. The library is an active member of SALIS (Substance Abuse Librarians and Information Specialists), a unique association linking substance abuse information professionals worldwide. The Hazelden Library was founded in 1966 as a modest collection, and it has since grown to include thousands of addiction and mental health literature resources in many formats. A professional team staffs the facility, and a graduate-prepared librarian serves as a consultant to students regarding reference questions and requests, resources, and materials. The library's in-house collection contains

books, audiovisuals, journals, pamphlets, and government documents, complemented by access to unlimited electronic and virtual resources. The library can access many journal and research databases, including, among others, ETOH and CORK (specific to addiction), Medical, ERIC (education), and Academic Search Premier. The librarian is able to retrieve original or copies of documents found in other collections throughout the nation and abroad via active involvement in both the Minitex (regional) and Docline (national) document sharing systems.

Library services and resources are dedicated to assisting Graduate School students, staff, and others seeking information in the addictions and mental health fields.

### Online Library Resources

Students and faculty conducting research from off-campus have full access to the library's electronic resources through "online library." A link to the online library is found in all Populi courses, providing an easy, yet secure, connection to databases, journals and information.

### Butler Center for Research

The Butler Center for Research informs and improves the Foundation's delivery of recovery services for individuals and conducts and publishes clinical research that benefits the field of addiction.

The theme of the Center's research is "pathways of recovery." While we know that treatment is effective, the internal and external processes that produce change are relatively unknown. The more we can objectively describe and measure processes and indicators of change, the better we can target our treatment efforts and communicate our results. The Butler Center for Research routinely collects and analyzes patient outcomes data and serves the data needs of all areas within the Foundation. The Center also conducts its own research and supports external research on addiction topics.

### The Foundation's Intranet

The Foundation's intranet site connects people with information and with other people. It facilitates intra-agency communication, provides access to information and tools, increases productivity, and improves daily operations. The intranet is the first thing students see when they log on to the Internet from a Foundation or Graduate School owned computer.

## Populi

The Hazelden Betty Ford Graduate School of Addiction Studies utilizes Populi as the Student Information System (SIS). An online service accessible from anywhere by Internet connection, Populi provides an array of services for students, including a modified Learning Management System (LMS), student profile information, course registration, ongoing grades and cumulative GPA, course assignments, course files, syllabi, school news feeds, tests, and discussion postings. Those seeking admission also utilize Populi to submit an online application and to check the status of their application.

## Media Services

Enrolled students have access to LCD projectors and laptops for classroom presentations.

## The Hazelden-Pittman Archives

Hazelden Betty Ford Foundation is home to an extensive collection of books, journals, and other memorabilia about alcoholism, especially from the 1800s through the 1940s. The Hazelden-Pittman Archives, a major repository of historic pamphlets, books, tracts, and other materials on alcoholism and its treatment, is housed in Center City, Minnesota. The archives are a treasure trove for scholars, researchers, and writers interested in delving deeper into the social, economic, political, medical, and religious history of alcoholism.

In addition to books and pamphlets, materials in the Hazelden-Pittman Archives include song sheets, movie and television scripts, oral histories, scholarly papers, cartoons, newspapers, and other items. The catalog for the archive is online for the items in the collection--including materials from the late 1700s, the Women's Christian Temperance Union, the Anti-Saloon League, Prohibition, and the founding of Alcoholics Anonymous.

The Hazelden-Pittman Archives are available onsite to those interested in learning more about America's response to alcoholism and/or the history of Alcoholics Anonymous.

## Cork Fitness Center

The Cork Fitness Center, located on the Center City, Minnesota, campus is available to enrolled students free of charge. A Cork Fitness Center membership includes use of the entire facility, including a swimming pool, sauna, whirlpool, full-size gym, cardio machines, weights, running track, and recreation room.

## Computer Lab

There are two computer/study rooms in the Cork Building for student use, both equipped with computers and printers. Students have access to these rooms 24 hours per day, seven days per week.

## Wireless Internet Access

Wireless access is provided to students of the Graduate School within the Cork building. Students are permitted to access the Graduate School wireless network, provided the policy for wireless access is followed. See Student Rule of Conduct #11 (Section 5) and Wireless Internet Access Policy (Section 6) for additional information.

## Food Services

Accommodation for food and dining includes a central dietary service, managed through a contract between the Foundation and the Sodexo Corporation. Three meals are prepared each day, including holidays, with student access to all campus food services starting at 7:00 a.m. and extending through the dinner hour until 6:30 p.m. Serving space includes three private dining rooms for students, faculty, and staff.

## Campus Accessibility for Students with Disabilities

The Graduate School is committed to providing students with disabilities access to its campus and facilities. A regular program of campus improvements is managed by the Hazelden Betty Ford Foundation in collaboration with the Graduate School. Accommodations in place include accessible parking stalls, wheelchair access throughout the campus, signage in Braille, handrails, electronic door openers, elevators, lighted walkways, and fully accessible bathroom facilities, among others.

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## Notice to Students

The Hazelden Betty Ford Graduate School of Addiction Studies reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment in specific sections of courses. The Graduate School also reserves the right to make any other changes in curriculum, clinical placement, administration, tuition, fees, or any other phase of school activity without notice. The Graduate School expects each student to have knowledge of the information presented in this student handbook. To make suggestions for better readability or offer comments, please send an e-mail message to Denell Belle Isle, Executive Assistant, at [dbelleisle@hazeldenbettyford.edu](mailto:dbelleisle@hazeldenbettyford.edu).

### Exemption to Policies

In compelling situations, the Dean and Provost may make exemptions to policies stated in this College Catalog and Student Handbook. Requests to exemptions must be made in writing to the Dean. The Dean will submit a recommendation to the Provost. All decisions made by the Provost are final.

## Equal Opportunity/Affirmative Action Policy Statement

Please note that this policy may change at a later date. Questions about these policies may be directed to the Chief Academic Officer & Provost, who serves as the Title IX coordinator, at 651-213-4746 or [vslaymaker@hazeldenbettyford.edu](mailto:vslaymaker@hazeldenbettyford.edu) or to The Office of Civil Rights at The U.S. Department of Education at [www.ed.gov](http://www.ed.gov).

### Employment

Hazelden Betty Ford Foundation practices a policy of non-discrimination in recruiting, hiring, and promoting of all its employees, both faculty and staff. It is committed to administering all personnel actions—demotion, transfer, use of facilities, treatment during employment, rates of pay or other forms of compensation, selection for training, layoff, or termination—without regard to race, color, creed, national origin, religion, sex, sexual orientation, gender identity, age, veterans' status, marital status, status with regard to public assistance, membership or activity in a local human rights commission, political affiliation, or physical, mental, or medical disability unrelated to the ability to engage in activities involved with the job. Hazelden Betty Ford Foundation actively supports an affirmative action program in order to provide equal employment and educational opportunity in all areas: academic, support, and instruction.

## Educational Programs and Activities

It is the policy of Hazelden Betty Ford Foundation that no person in the United States shall be discriminated against because of race, creed, religion, age, color, sex, disability, sexual orientation, gender identity, national origin, ancestry, marital status, veterans' status, status with regard to public assistance, membership or activity in a local human rights commission, or political belief or affiliation, and that equal opportunity and access to facilities shall be available to all. The Graduate School is required not to discriminate in this manner under Title IX. This policy is particularly applicable in the admission of students in all colleges and in their academic pursuits. It also is applicable in Foundation-owned housing, in food services, extra-curricular activities, and all other student services. It is a guiding policy in the employment of students either by the Foundation or by non-Foundation employers through and in the employment of faculty and staff.

### Minnesota State Policy Against Discrimination

It is the policy of this state to prohibit discrimination on the basis of race, color, religion, sex, national origin, age, the presence of any mental or physical disability, status with regards to marriage or public assistance, or participation in lawful activity off the employer's premises during nonworking hours that is not in direct conflict with the essential business-related interests of the employer; to prevent and eliminate discrimination in employment relations, public accommodations, housing, state and local government services, and credit transactions; and to deter those who aid, abet, or induce discrimination, or coerce others to discriminate.

### Statement of Institutional Diversity and Pluralism

Hazelden Betty Ford Foundation takes pride in its mission to meet the individual and group needs of a diverse and pluralistic society through education, research, and service. The people served by and associated with Hazelden Betty Ford Foundation vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to this community. Hazelden Betty Ford Foundation is, in part, a conduit through which individual perspectives and global interrelationships are enhanced by learning and teaching environment that is aware of and sensitive to the diversity of its constituents. Diversity in Hazelden Betty Ford Foundation is constituted by the full participation of persons of different racial and ethnic orientation; of persons with disabilities; and of people from other countries. Policies and procedures of Hazelden Betty

Ford Foundation oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. Hazelden Betty Ford Foundation strongly disapproves and disavows acts of racism, sexism, bigotry, harassment, and violence in any form and actively uses its human and other resources to provide opportunities for its constituents and public to learn and appreciate the values of a diverse and multicultural world.

## Student Conduct

### Rules of Conduct

All students are expected to maintain a high standard of conduct, both on and off campus.

Appropriate conduct in a community of scholars includes obeying the law, showing respect for properly constituted authority, meeting contractual obligations, honestly communicating with the Graduate School, and maintaining integrity and individual honor in scholastic work.

A student is expected to be responsible for his or her actions whether acting individually or in a group.

Disciplinary proceedings, including and up to expulsion from the Graduate School, may be brought against a student who engages or who is alleged to have engaged in the following misconduct:

#### 1. Violations of Criminal or Civil Laws

Violation of conduct such as found in federal, state, or local laws or ordinances, committed singly or in concert with others or Hazelden Betty Ford Foundation Policies.

Examples of laws include, but are not limited to:

- Endangerment. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct that threatens or endangers the health or safety of any persons.
- Gross sexual imposition. Engaging in a sexual act with another through force or by threat of force, with a person who is substantially impaired or unaware that a sexual act is being committed.
- Sexual imposition. Engaging in a sexual act or sexual contact with another by any threat or, whether consensual or not, as part of an induction, initiation, ceremony, pledge, hazing, or qualification.
- Sexual assault. Having sexual contact with another person that is offensive to the other person or upon a

person unable or too impaired to understand the nature of the contact.

- Surreptitious intrusion. Intruding upon or interfering with the privacy of another by secretly or without authorization gazing, staring, or peeping upon or photographing, recording, amplifying, or broadcasting sounds or events of another.
- Stalking. To “stalk” means to intentionally with no legitimate purpose, repeatedly (more than one time) behave in a way that would cause a person to experience fear, intimidation, or harassment, or to be the object of repeated unwanted attention. Stalking behavior includes, but is not limited to, such actions as following, loitering near, telephoning, or e-mailing another person with the intent to annoy, harass, alarm, distress, or intimidate that person or his or her immediate family.
- Assault. Causing, willfully or negligently, bodily injury to another human being.
- Violations of the Graduate School’s violence policy as described in Section 6.
- Violations of patient confidentiality. All students must abide by federal confidentiality standards pertaining to the alcohol and drug abuse patient record. Basic to the law is that a patient’s mere presence in a Hazelden Betty Ford Foundation program is a confidential matter. What happens to a patient during his or her time of residence in a program is protected as well. Also protected by law is information about a patient’s participation even after discharge from a Hazelden Betty Ford Foundation program. Hazelden Betty Ford Foundation’s privacy policies and procedures are available on the Intranet.

#### 2. Acts of Dishonesty

Examples include, but are not limited to:

- Scholastic dishonesty. Cheating, plagiarism, or other forms of academic dishonesty.
- False information. Furnishing false information to or withholding required information from any Hazelden Betty Ford Foundation official, faculty member, or other official.
- Forgery. Forgery, alteration, or misuse of any official document, record, or instrument of identification, including Hazelden Betty Ford Foundation documents, records, or instrument of identification, or presenting such forged, altered, or falsified records to a Hazelden Betty Ford Foundation official.

## Student Information – Academic Policies

- Document misuse. Misusing, falsely representing, defacing, mutilating, or stealing a Hazelden Betty Ford Foundation document.
- ID misuse. The lending or giving to another person or the use by a person to whom the document was not issued, of a Hazelden Betty Ford Foundation ID card or any document that is intended for use solely by the individual to whom the document was issued.
- Election tampering. Tampering with the election of any Hazelden Betty Ford Foundation-recognized student organization.
- Mediation violation. Failure to comply with a mediated agreement.

### 3. Acts Against Self or Other Persons

Examples include, but are not limited to:

- Hazing. Hazing by individuals or groups is prohibited on and off campus. Hazing is defined as an act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; destroys or removes public or private property; or involves the consumption of alcohol, other drugs, or other substances. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
- Interference. Conducting himself or herself in a manner that significantly interferes with the operations of Hazelden Betty Ford Foundation or endangers the health or safety of patients, members of the Hazelden Betty Ford Foundation community, and/or visitors on campus, including actions that:
  - a. substantially interfere with another's educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment; and/or
  - b. are taken with a general intent to engage in the actions and with the knowledge that the actions are likely to substantially interfere with educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment.
- Harassment. Verbal or physical conduct directed against members of the Hazelden Betty Ford

Foundation community that is discriminatory, in that it is severe, persistent, or pervasive and has the effect of limiting or denying a student's ability to participate in or benefit from an educational program is prohibited.

- Menacing. Menacing is knowingly frightening or attempting to frighten another person through threats of imminent and serious harm.
- Terrorizing. Terrorizing means to threaten to commit an act of violence and/or to threaten to commit an act that would endanger another person's life.
- Sexual misconduct. A sexual act committed without intent to harm another and where, by failing to correctly assess the circumstances, a person believes unreasonably that effective consent was given without having met his or her responsibility to gain effective consent.
- Contact with current or former patients, on or off duty, that could adversely affect the patient or reflect discredit to the Hazelden Betty Ford Foundation and/or Hazelden Betty Ford Graduate School of Addiction Studies. See the Ethics policy for details.

### 4. Disruptive Activity or Disorderly Conduct

Examples include, but are not limited to:

- Classroom disruption. Disrupting classroom activity.
- Campus disruption. Participating in a demonstration, riot, or activity that disrupts the normal operations of Hazelden Betty Ford Foundation and/or infringes on the rights of other members of the Hazelden Betty Ford Foundation community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentionally obstructing or unreasonably interfering with freedom of movement, either pedestrian or vehicular, on campus.
- Failure to comply with Hazelden Betty Ford Foundation officials. Failing to comply with the directions of Hazelden Betty Ford Foundation officials or law enforcement officers acting in performance of their duties; failure to identify oneself to these persons when requested to do so; and/or failure to comply with the sanction(s) imposed under the Rules of Conduct.
- Abuse of Hazelden Betty Ford Foundation's disciplinary proceedings, including but not limited to:
  - a. disruption or interference with the orderly conduct of a hearing or a meeting;

## Student Information – Academic Policies

- b. falsification, distortion, or misrepresentation of information;
- c. influencing or attempting to influence another person to commit an abuse of Hazelden Betty Ford Foundation's disciplinary proceedings;
- d. attempting to discourage an individual's proper participation in, or use of, Hazelden Betty Ford Foundation's disciplinary proceedings;
- e. initiating, in bad faith, an action under the Rules of Conduct;
- f. failing to comply in a timely manner when contacted to meet regarding a student conduct violation; or
- e. violation of the Retaliation Prohibited statement.

### 5. Possession of Prohibited Items

Examples include, but are not limited to:

- Weapons/fireworks. Possessing or using unauthorized weapons or fireworks on Hazelden Betty Ford Foundation property or in conjunction with a school-related activity off campus.
- Alcohol. Violations of federal, state, or city law or ordinances, including professional conduct and school policies. A federal or state drug conviction can disqualify a student for Federal Student Aid funds. Convictions only count against a student for aid eligibility purposes if they were for an offense that occurred during a period of enrollment for which the student was receiving Federal Student Aid.
- Drugs/paraphernalia. Illegally using, possessing, and/or selling a drug or narcotic, manufacturing drugs or narcotics, possessing drug paraphernalia, setting up or possessing laboratory equipment for the purpose of making drugs or narcotics. Students are expected to abide by local ordinances and state and federal laws regarding the consumption or possession of drugs. A federal or state drug conviction can disqualify a student for Federal Student Aid funds. Convictions only count against a student for aid eligibility purposes if they were for an offense that occurred during a period of enrollment for which the student was receiving Federal Student Aid.

### 6. Acts Involving Property

Examples include, but are not limited to:

- Theft/property damage. Attempted or actual theft of and/or damage to property within the premises or jurisdiction of Hazelden Betty Ford Foundation,

including Hazelden Betty Ford Foundation property or any property of a member of the Hazelden Betty Ford Foundation community and/or contractor(s), vendor(s), or guest(s) of Hazelden Betty Ford Foundation.

- Trespassing/unauthorized entry. Unauthorized presence on or use of Graduate School premises, facilities, or property.
- Fire equipment misuse. Maliciously and/or negligently tampering with fire alarms or fire equipment.
- Computer and network misuse. Theft or other abuse of computer facilities and resources.
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing.

### 7. Consensual Relationships

Hazelden Betty Ford Foundation discourages consensual relationships, i.e., amorous, romantic, or sexual relationships, between faculty and students, staff and students, supervisors and subordinates, and students who have an authority relationship over other students. This policy is in effect when one individual has a control, power, authority, or responsibility position over another. Hazelden Betty Ford Foundation expressly prohibits any form of sexual harassment of employees and students when a previous consensual relationship ceases to exist or such a relationship is rejected by one of the parties. If the parties do engage in a consensual relationship as defined above, the person in the authority position is obligated to report the relationship to his or her department head or supervisor immediately. Failure to report the relationship or any significant delay in reporting may be cause for disciplinary action. Documentation of the reporting and any subsequent actions taken by the department head or supervisor, such as advising the parties of the potential for sexual harassment charges if the relationship ends, is required.

### 8. Prohibition of Harassing Behavior and Sexual Violence

It is the policy of the Hazelden Betty Ford Graduate School of Addiction Studies that all students and staff of this program should be able to function free from discrimination, including harassment based upon a protected classification, i.e., sexual harassment. The program will not permit harassment of its students or staff by anyone. Harassment demeans individuals and creates unacceptable stress for everyone.



Hazelden Betty Ford Foundation does not tolerate harassment or sexual violence. If any student believes he or she has been harassed or sexually violated by an employee, student, supervisor, patient, or any other person whom the student encounters, or if a student observes suspected prohibited harassment and sexual violence and does not wish to deal directly with the individual involved, the student should immediately report the conduct to his or her field supervisor, to a faculty advisor, or to the Dean of the Graduate School. You may also report harassment to the Hazelden Betty Ford Foundation Hotline 866-895-4115. Confirmed cases of harassment and sexual violence are subject to disciplinary actions.

While harassment of any protected class is prohibited, sexual harassment has been defined by the federal government in this way: “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature constitute sexual harassment when: (1) submission to such contact is made either explicitly or implicitly a term or condition of an individual’s employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose and effect of unreasonably interfering with an individual’s work preference, or creating an intimidating, hostile, or offensive working environment.”

Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to victim’s use of drugs or alcohol, intellect, or disability. Sexual violence may include rape, sexual assault, sexual battery, and sexual coercion.

If Hazelden Betty Ford Foundation officials receive a report of harassment or sexual violence, Hazelden Betty Ford Foundation will promptly investigate the matter and take effective steps to end the sexual violence, prevent its recurrence, and address its effects, whether or not the sexual violence is the subject of a criminal investigation.

Retaliation in any form against any person who reports harassment or sexual violence, brings a complaint charging harassment or sexual violence, or participates in the harassment complaint process, is strictly prohibited.

If the harassment or sexual violence issue is not satisfactorily resolved, a student can submit a signed written complaint to the Provost of the Graduate School or Human Resources department at the Hazelden Betty Ford Foundation. The complaint should clearly describe the incidents of sexual harassment and/or sexual violence and state specific reasons why the student believes the decision was improper. The Provost, along with a representative from the Human Resources department,

shall review the record and determine whether to affirm or modify the decision. Both complainant and respondent will have equal opportunity to present witnesses and other evidence. A decision will be made within a reasonable time and both parties shall be notified in writing of the decision. The decision will be final.

### ***9. Violation of the Alcohol and Drug Policy***

It is the policy of Hazelden Betty Ford Foundation that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is prohibited in any Hazelden Betty Ford Foundation facility, office, or vehicle, or on any Hazelden Betty Ford Foundation property. These include all mood altering substances, whether legal or illegal, such as stimulants, depressants (including alcohol), cannabis, narcotics, and hallucinogens. Alcoholic beverages, controlled substances, or (abuse of) prescription medication cannot be consumed any time during the workday, including rest breaks, lunches, or other meals if the student is to return to work thereafter.

Prescription drugs are allowed if prescribed by a physician for medical purposes and used *only* as prescribed.

The use of alcohol or drugs is not permitted during working hours. The use of alcohol is discouraged where specific Hazelden Betty Ford Foundation business is being conducted.

Alcohol- and drug-dependent students whose primary function involves direct therapeutic work with Hazelden Betty Ford Foundation patients may be required to verify compliance with specific chemical use policies prior to participation in clinical processes. Maintaining freedom from alcohol and/or drug use is required throughout their tenure as a student.

Students, subcontractors, and volunteers who are directly responsible for patients or clients of recovery services programs are prohibited from abusing prescription medication or being under the influence of a controlled substance or alcohol in any manner that impairs or could impair their ability to provide care or services.

An individual judged to be in violation of this policy will be immediately removed from patient or client care responsibilities and be subject to disciplinary action in accordance with the Hazelden Betty Ford Foundation and the Hazelden Betty Ford Graduate School of Addiction Studies disciplinary policies.

Disciplinary action may include expulsion or termination from academic programs. In addition, violation may result in local, state, and/or federal criminal charges. Legal

sanctions under local, state, and federal laws may include but are not limited to:

- Suspension, revocation, or denial of a driver's license
- Loss of eligibility for federal financial aid or other federal benefits
- Property seizure
- Mandated community service
- Felony conviction that may result in imprisonment
- Monetary fines

A federal or state drug conviction for the possession or sale of illegal drugs during a period of enrollment during which a student received federal aid may result in the loss of aid eligibility.

Students must notify the Dean, in writing, within five days of being convicted under a criminal drug or alcohol statute. Disciplinary action will occur within 30 days of receipt of the written notification and may result in termination from enrollment at the Graduate School.

A student in need of assistance to overcome an alcohol and/or drug problem must contact the Dean immediately. The student will be encouraged to seek assessment, information, and referral through the Graduate School Student Assistance Program. The Student Assistance Program is designed to help students experiencing alcohol- or drug-related difficulties assess the extent and severity of the problem and identify appropriate services. Referrals may include but are not limited to outpatient counseling, outpatient or residential treatment for alcohol and drug dependence, and post-treatment continuing care. The cost of treatment and rehabilitation is the responsibility of the student.

Parents of students under the age of 21 will be notified of any alcohol and drug use.

### **10. Use of Tobacco Products on Hazelden Betty Ford Foundation Property**

The use of tobacco is prohibited within Hazelden Betty Ford Foundation buildings, parking structures, walkways, arenas, and in Hazelden Betty Ford Foundation vehicles.

### **11. Violation of the Wireless Internet Use Policy**

Examples include but are not limited to:

- Connecting student-owned devices to any wired Internet port or connection on the Hazelden Betty Ford Foundation campus

- Connecting student-owned devices to any other wireless network at Hazelden Betty Ford Foundation other than the HGSAS wireless network. If Internet connectivity is needed from a student owned device, the only method of access that is allowed is through the approved HGSAS wireless network
- Illegal file sharing (see Copyright and Intellectual Property section for details)
- Unauthorized use of HGSAS wireless or any part of Hazelden Betty Ford Foundation's corporate network, whether intentional or unintentional

### **12. Violation of Copyright Law**

Examples include but are not limited to:

- Illegal reproduction of materials registered as copyrighted material. This includes copyrighted theses and other student work
- Use of illegal software on any Hazelden Betty Ford Foundation equipment
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing
- Exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement

Students are required to abide by all policies related to copyrighted and intellectual property. See Copyright and Intellectual Property section for details.

### **13. Violation of the Information Technology Business Use Policy**

Examples include but are not limited to:

- Use of Hazelden Betty Ford Foundation's information technology (IT) for business or commercial purposes unrelated to the Foundation
- Use of the Hazelden Betty Ford Foundation email system as a personal mailing address
- Installation of personally owned software, including screensavers or game software, on Hazelden Betty Ford Foundation computers

## Student Information – Academic Policies

- Sending jokes, chain letters, and other such communications
- Accessing or attempting to access email or voice mail systems of other users without specific permission of those individuals
- Copying Hazelden Betty Ford Foundation-owned or Hazelden Betty Ford Foundation-licensed software programs to another computer without prior approval
- Using email and the Internet to solicit others for commercial ventures or religious or political causes; contacting outside organizations and/or other non-job-related solicitations except through the use of electronic bulletin boards and in conformance with Hazelden Betty Ford Foundation's solicitation policy
- Using IT in a manner that is wasteful of any technology resource or intentionally distributing a computer virus or other deceptive procedure
- Accessing, downloading, or transmitting pornographic, obscene, or sexually explicit or offensive materials
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing
- Violating the social media policy

## Discipline and Sanction

The primary purpose for the imposition of discipline in Hazelden Betty Ford Foundation's setting is to protect the campus community. Consistent with that purpose, reasonable efforts will be made to foster the personal and social development of those students who are held accountable for violations of Hazelden Betty Ford Foundation regulations.

Students are not only members of the academic community; they are members of the larger society. They neither lose their rights nor escape the responsibilities of citizenship. Students are expected to conduct themselves in accordance with Hazelden Betty Ford Foundation regulations, the State Board of Higher Education (Board) policies, and federal and state laws and local ordinances. Students may be disciplined by Hazelden Betty Ford Foundation for violating Hazelden Betty Ford Foundation and Board standards of conduct even though the students may also be punished by local, state, or federal authorities for the same act. Institutional disciplinary action is not used to duplicate penalties by civil authorities.

In all conduct proceedings it is recognized that Hazelden Betty Ford Graduate School of Addiction Studies is an educational institution and not a court of law. Therefore, the concept of fair play will take precedence in all settings and the philosophy of discipline shall be educational in nature. Individuals should discuss their questions and concerns at the lowest level possible for effective resolution of the situation. The School uses the "preponderance of evidence standard" when adjudicating accusations of sexual misconduct.

Disciplinary incidents may be settled through a discipline meeting with the following goals in mind: (1) assisting the student in confronting the value questions surrounding the behavior; (2) assisting the student in understanding the causes for the behavior; and (3) encouraging the student in understanding the importance of considering in advance the consequences of the undesirable behavior as to make more acceptable decisions in the future.

## Disciplinary Action for Violations of Student Conduct

- Any member of the Hazelden Betty Ford Foundation community may file a complaint against a student for violations of the Code. A complaint shall be prepared and directed to the Dean of the Graduate School. Any complaint should be submitted as soon as possible after the event takes place.
- The Dean or his or her designee may conduct an investigation to determine if the complaint has merit and/or if it can be disposed of administratively by agreement. Such disposition shall be final and there shall be no subsequent proceedings or right to appeal.
- If the issue is not resolved through consensual agreement, then the Dean shall make a recommendation to the Provost of disciplinary sanctions. The grievant has fourteen days to request reconsideration of the actions taken. Thereafter the decision of the Provost is final.

## Sanctions

The disciplinary sanctions that may be imposed on a student found to be in violation of the rules of conduct include, but are not limited to:

- Verbal warning: A formal verbal warning is given to the student regarding the violation. An account of the warning is placed in the student's academic file.
- Written warning: A formal written warning is given to the student regarding the violation. A copy of the warning is placed in the student's academic file.

## Student Information – Academic Policies

- Suspension: Temporary removal of the student from the academic community for a specific period of time, to be determined on a case-by-case basis.
- Expulsion: Permanent removal of the student from the academic community.

The above sanctions may be administered in any order decided and approved by the Graduate School.

## Support Services for Persons with Disabilities

Hazelden Betty Ford Foundation complies with all applicable laws relating to persons with disabilities. Pursuant to these laws, no qualified individual with a disability will unlawfully be denied access to our participation in the Graduate School of Addiction Studies on that basis. The Hazelden Betty Ford Graduate School of Addiction Studies will provide reasonable accommodations to students in accordance with the Americans with Disabilities Act (ADA) and Minnesota's Human Rights Act.

In carrying out this policy, we recognize that there are many different types of disabilities and, therefore, wish to work with students to provide reasonable accommodations to qualified students with disabilities when there is no undue hardship to the Foundation. Students who believe accommodations would help the student perform any aspect of the educational experience, should do the following:

- Contact the school's Student Success Coordinator
- Complete the Accommodation Request form, available in Populi Files

Students may be asked to provide medical documentation to substantiate the medical need for accommodation and the existence of a disability. This medical information will be reviewed for the purpose of evaluating the student's request for an accommodation. To maintain privacy, Graduate School faculty will not have access to or review the medical information. The Foundation will retain such medical documentation as confidential medical information.

Hazelden Betty Ford Foundation will consider types of changes or adjustments that permit a qualified student with a disability to participate fully in their education and to perform the essential functions equal to those students without disabilities. These accommodations may include but are not limited to:

- Providing or modifying equipment or devices

- Adjusting or modifying examinations, training materials, or policies
- Arranging for readers and interpreters or providing video transcripts
- On a space-available basis, providing a distraction-reduced environment with minimal visual, aural (sound), and social distractions
- Making the school campus accessible to and usable by people with disabilities

The Student Success Coordinator will consult with students to discuss requests regarding appropriate accommodations. This is a give-and-take process that may take one or more consultations to reach a resolution. During this process, the Student Success Coordinator will consider the accommodations requested by the student and may suggest alternatives. Students should be open to considering various alternative types of accommodations. The Student Success Coordinator will provide recommendations for reasonable accommodations and will consult with the Dean when necessary to determine the feasibility of accommodations.

Students with concerns about an accommodation are asked to raise it with a faculty member or the school's Student Success Coordinator.

While the Graduate School will engage in an interactive process regarding a student's request, there are certain requests that the ADA does not consider to be a reasonable accommodation. Therefore, the Graduate School will not consider the following accommodations:

- It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others.
- It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum (educational viewpoint) or a substantial alteration in the manner in which we provide our services.
- It is not a reasonable accommodation if it poses an undue financial or administrative burden.
- The provision of personal devices or services (e.g., wheelchairs, hearing aids, personal transportation).

Students with questions about this process are advised to contact the Student Success Coordinator.



Students who are dissatisfied with the decision(s) pertaining to an accommodation request may file an appeal, in writing, with the Provost within 10 working days for a final decision.

## Program and Degree Information

### Time Limits

The program time limit for full-time and part-time master's degree students is seven years after the first date of enrollment. In extenuating circumstances (e.g. military service, severe medical illness), the Dean and faculty will consider a request for readmission or short-term extension of the time limit.

### Class, Group Supervision, Residency, and Clinical Placement Attendance

Academic faculty, faculty group supervisors, and field supervisors expect consistent attendance from all students. Students assume the responsibility to attend all academic classes, group supervision, residency, and clinical placements, maintaining punctuality and proactively informing faculty, group supervisors, and clinical supervisors of absences. Nonattendance may affect financial aid. If a student fails to meet the attendance requirements identified below, he or she will be marked absent for that week.

#### *Class Attendance*

A student is expected to notify instructors of a pending absence. Failure to contact the instructor may impact the student's final course grade as indicated in the course syllabus. Students are required to maintain attendance of at least 80% in a course. If a student is unable to meet the attendance requirements, he or she must consult with the course instructor and his or her academic advisor to discuss available options which may include a written corrective plan or recommendation for course withdrawal. Failure to complete the corrective plan or withdraw from a course may result in a grade of F. Special consideration may be given for illness, required religious observance, or other instances deemed justifiable by the instructor. Students will follow stated syllabus policies regarding late or missing work associated with an absence.

- On-campus class attendance is defined as presence in the classroom for the duration of the scheduled class period.
- Online class attendance is defined as active participation in academically related activities within the online classroom, such as:
  - Completion of tests/quizzes

- Participation in discussion boards
- Submission/completion of assignments
- Students will follow stated syllabus policies regarding tardiness.

Faculty members will log attendance each Monday by noon based on the student's attendance during the previous week (Sunday through Saturday). Faculty members will notify the Dean immediately if a student has dropped below 80% attendance.

#### *Group Supervision Attendance*

Students enrolled in clinical courses and clinical placements have the responsibility to maintain regular and punctual attendance in group supervision. Students are expected to notify group supervisors of a pending absence prior to group supervision. If a student is absent during one or two group supervision meetings, the student must complete one or two additional clinical placement hours, respectively. If a student is absent for more than two group supervision meetings during a given semester, the student must attend other group supervision sessions to make-up for the missed sessions beyond the acceptable two absences. Students who wish to attend a group supervision time other than their own, must ask and be granted permission in advance from the faculty group supervisor of the group they wish to attend. Failure to attend the required number of group supervision sessions in any given semester will result in an incomplete in one of the courses for which clinical placement hours are required.

#### *Residency Attendance (Online Program Students)*

Residency attendance will be defined as presence for all mandatory activities scheduled during a residency period. Students who have unexcused absences for more than two hours of the classroom portions of a residency may risk failing the course. Missed components of the residency may need to be made up by the student.

#### *Clinical Placement Attendance*

Students are required to complete all clinical hours to receive credit for clinical placements. When a student knows in advance that clinical hours will be missed, the student must email the clinical supervisor and copy the academic advisor. When missing clinical hours, regardless of the reason, the student must complete all missed hours, working with the supervisor to find alternative times at the placement. There is no minimum threshold of hours to be missed at clinical placements. All clinical hours must be completed for each semester.

## Student Information – Academic Policies

Failure to complete all clinical hours will result in an incomplete, no credit, or fail for the clinical course.

### *Use of Employment Toward Clinical Hours*

Employment positions may be used for clinical practicum and/or internship experiences if they meet these guidelines:

- On-site clinical supervision meets program standards
- Work-related clinical practice correlates with specific coursework
- Scope and depth of employment provides clinical practice consistent with the roles and responsibilities of primary therapists, alcohol and drug counselors, and/or case managers, etc.

Students who are interested in using an employment position as clinical placement experience are required to provide their advisor and the clinical placement coordinator with a brief written explanation of how the above guidelines will be met. If a student is employed for fewer hours than are required for a clinical placement, the student is asked to include information about how he/she will obtain the remaining number of hours. The faculty reviews relevant materials regarding the use of an employment site for a practicum or internship.

### **Graduate Credit**

The Graduate School follows a 15-week semester system. For on-campus classes, one credit hour involves one hour of classroom instruction plus an additional three hours of study for each week of the semester. In online courses, one academic credit involves four hours of faculty-directed instruction and study for each week of the semester.

Practicums are 60 hours per credit. The internship is 100 hours per credit. The Master of Arts in Addiction Counseling program requires 44 credits. The Master of Arts in Addiction Counseling: Advanced Practice requires 60 credits. The Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders program requires 60 credits.

### **Degree Granted**

The Master of Arts degrees are granted upon the successful completion of all graduate-level requirements.

### **Degree Conferral and Graduation**

The master's degrees are granted every semester. An annual commencement ceremony is held each August. To be eligible for the August annual commencement

ceremony, students must have completed all degree requirements.

Candidates in the Master of Arts programs must have a cumulative grade point average of 3.0 or higher to be eligible for graduation. Candidates with a cumulative grade point average of 4.0 will be distinguished with honors.

Candidates must complete all academic requirements prior to program graduation deadlines. Prior to graduation, candidates must discharge all financial obligations to Hazelden. The Registrar's Office will hold transcripts and diplomas for students with outstanding balances. Holds will remain until all financial obligations are met.

### **Participation in Commencement Exercises**

Students must complete all requirements for graduation to participate in the annual commencement ceremony. Exceptions must be approved by the Dean and Provost. If a graduating student would like to delay participation in commencement to a later time, he or she may do so with the permission of the Dean.

### **Textbooks**

Students are responsible for purchasing their textbooks prior to the first day of class each semester. Prior to course registration each semester, students receive a list of required textbooks.

### **New Student Orientation**

Students in on-campus degree programs are required to participate in new student orientation the week prior to the semester start. Students in the online degree program are required to successfully complete the online orientation course as a prerequisite for any course during their first semester of enrollment.

### **Online Orientation**

The online orientation is a non-credit course that lasts four weeks. Students who are admitted to the IRCOD program must successfully complete this course prior to enrolling in first semester IRCOD program courses. Students have two attempts during one calendar year to successfully pass online orientation. The first day of each course is a Monday. Students enrolled in the course have through Wednesday of week 1 to drop the course. Beginning Thursday of week 1 through Sunday of week 3, a student may withdraw from the course and receive a grade of "W." Beginning Monday of week 4, students who do not complete or do not pass the course will receive an "NP." Receiving either a W or an NP in the course

constitutes an unsuccessful attempt to complete the course. Nonattendance does not constitute dropping the class. Credit earned in this course does not count toward graduation. The grade earned in this course is not calculated in cumulative grade point average (GPA).

## Grade Transcripts

In matters of transcripts and other student records, Hazelden adheres to the Family Educational Rights and Privacy Act of 1974, as amended (the Buckley Amendment), 20 USC; 123g.

All coursework, grades, and internships will be documented on the individual's transcript and updated each semester by the Registrar. Students can access their unofficial transcripts on Populi at no charge.

Requests for official transcripts must be submitted in writing to the Registrar's Office with a \$5 fee for each request. Requests should include student signature, full name, address, phone number, student ID number or social security number, and dates of attendance, along with the name and address of the receiving institution.

- A transcript will not be issued if there are holds on a student record or overdue financial obligations to the school.
- Transcripts are issued only at the written request of the student.
- Transcripts are sent directly by the Graduate School to the school or employer indicated on the student's request. If a student wishes to deliver a transcript personally, it will be given to the student in a sealed envelope and stamped and recorded as an official transcript issued to student.
- If a student requests an official transcript for personal use, it will be recorded as official and indicated that the transcript is issued to the student.
- Transcripts are always issued in their entirety. Send request and fee to:

Hazelden Betty Ford Graduate School of Addiction Studies  
ATTN: Registrar, CO9  
PO Box 11  
Center City, MN 55012-0011

## Submission of Coursework and Course Extensions

Course work must be submitted on the due date set by the instructor.

The grade of I (Incomplete) is exceptional and is given only to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control.

To be eligible for an I, students must have completed 80 percent or more of the course requirements with a grade of B or better. The student must request an I before the last day of the course from their faculty member. Faculty members, however, are not required to grant the request.

Students with a grade of I must arrange to fulfill course responsibilities with their faculty member in order to receive credit.

To change a grade of incomplete ("I") to a passing grade, all course requirements must be completed within 90 days of the last class meeting. If an "I" is not completed within 90 days, the student may receive a grade of "F" or "NC" (no credit) from the instructor of that course. If the faculty member is unavailable to change the "I," the Registrar will make the change to an "NC."

## Online Orientation Submission of Coursework and Course Extensions

Students who are admitted to the Master of Arts in Addiction Studies: Integrated Recovery of Co-Occurring Disorders program must successfully complete online orientation prior to enrolling in first semester IRCOD program courses. Course work must be submitted on the due date set by the instructor.

The grade of "I" (Incomplete) is exceptional and is given only to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control.

An incomplete may be used only if the student's prior performance and class attendance in the course have been satisfactory. The student must request an "I" before the last day of the course from their instructor. Instructors, however, are not required to grant the request.

IRCOD students are required to complete an online orientation marked incomplete at least one week prior to the beginning of their first semester, or date decided by instructor.

To change a grade of incomplete to a passing grade, all course requirements must be completed within 45 days of the last class meeting. If an "I" is not completed within 45 days, the student may receive a grade of "NP" (no pass) from the instructor of that course. If the instructor is

unavailable to change the “I,” the Registrar will make the change to an “NP.”

### Course Withdrawal

Students are allowed to withdraw from a course through approximately 80% of the term. Courses that are shorter than the full term will have an adjusted withdrawal schedule.

If a student wishes to withdraw from a course once class has begun or an independent study contract has been signed, he or she must complete a “Withdrawal from Course” form. Withdrawal paperwork must be submitted to the Registrar. Tuition will be refunded as noted (see Tuition Refund Policy). Anyone who receives financial aid for the period for which they withdraw or take a leave of absence must be aware that they may be required to return a portion of the financial aid funds that they received. The student can contact the financial aid administrator to determine if a return to Title IV is required and the amount.

Withdrawal after the class has begun or an independent study contract signed is recorded on the student’s transcript as a “WP” (withdraw passing) or “WF” (withdraw failing), which has no credit value in grade point calculations. Nonattendance at classes or noncompliance with an independent study contract does not constitute official withdrawal. According to the tuition refund policy, no tuition will be refunded, and a grade of “F” will be entered on the transcript.

### Administrative Withdrawal

All master’s requirements must be completed within the completion time limit. Students who exceed this time limit will be administratively withdrawn. Students who have taken interim activity for three consecutive semesters will be administratively withdrawn on the thirtieth day of the following semester. Students who have been administratively withdrawn must reapply and be accepted before resuming their studies.

### Administrative Withdrawal from Courses

The following action(s) will be taken by the Graduate School in the event that a student ceases to participate in a course:

- a. If no attendance was recorded in the course during the first 14 consecutive calendar days of a term, the student will be administratively withdrawn. A full refund will be made of all tuition paid within 40 days of the termination date.
- b. If a student has attended a course, but has no recorded attendance for 14 consecutive calendar

days in the term, the Graduate School will attempt to contact the student to determine their intentions. If after a period of 21 consecutive calendar days no attendance has been recorded, the Graduate School will administratively withdraw the student from the course. The student will be notified of this action via mail to their Hazeldenbettyford.edu e-mail account. Tuition refunds for administrative withdrawals will be based on the tuition refund schedule. Financial Aid refund calculations will follow Federal Financial Aid regulations.

- c. Students whose last date of attendance is the 12<sup>th</sup> week of the term will not be administratively withdrawn for lack of participation.

### Appeal for Reinstatement

A student dismissed for academic probation, clinical probation, or student conduct set forth in the Student Conduct section above may appeal once within 10 days of being notified of the adverse action in writing for academic reinstatement. The procedure is as follows:

- The student shall submit a written appeal, including supporting documentation.
- A committee composed of the student’s advisor and two additional faculty members convene to review the student’s written appeal within 30 days.
- The committee, chaired by the student’s advisor, may request additional information or may write a report to the Graduate School’s Provost recommending or not recommending reinstatement based on review of the appeal within 15 days.
- If made, a recommendation for reinstatement will include specific provisions for making up the academic deficit (e.g., retaking a course) or student conduct violations and a date for reinstatement (e.g., immediately or the following semester) within 20 days.
- The Graduate School’s Provost will make the final decision regarding reinstatement and will communicate the decision in writing to the student.
- If a student is reinstated,
  - a. The student’s advisor will monitor the student’s progress and report to the Dean whether the student has satisfied the stipulated provisions for reinstatement.
  - b. The student’s advisor will provide a written report to the student stating whether all provisions for reinstatement have been met. If provisions have



not been satisfied, the student will be dismissed. There shall be no right to appeal the determination for dismissal.

## Leave of Absence

A student may request a leave of absence (LOA) due to illness or other extenuating circumstances by submitting the “Leave of Absence” form to the Registrar for the purpose of holding his or her place in the program. Upon review of the request, a leave may be granted for up to one year. An approved leave of absence does not extend the deadlines for completion of coursework already in process. If a student does not return by the agreed-upon deadline and wishes to enroll at a later time, he or she must reapply for admission and follow the regulations in place at that time. If financial aid funds were received for the period of the LOA, the student may be required to return a portion of the unearned funds. Contact the financial aid office to determine if a return of funds is required and the amount that should be returned.

## Advisement and Registration

### Advisement

To help ensure the best education for every student, every time, faculty members partner with students as academic advisors to help identify and understand career aspirations, clarify learning needs, and address individual strengths and limitations. Every effort is made to ensure a one faculty, one student model of advising from the very first semester through program completion.

Faculty members routinely provide program advising, coaching, and mentoring necessary to facilitate successful adjustment. The faculty, in partnership with each student, develops a plan reflecting the student's individual learning needs that may include clinical placement considerations, study strategies, referral to community and/or school services, and internship consideration.

A faculty advisor is designated for students to facilitate continuous communication and clarification of emerging issues or concerns.

### Course Planning

Students may obtain course planning guidance from the Registrar. The Graduate School has defined a recommended full-time course sequence for each program. Part-time students are encouraged to consult with their advisor to determine their course sequence.

## Course Overload Policy

Each academic program has a preferred sequence of classes which is intended to optimize learning first, and time to degree second. The maximum credit load for any semester is 16 credits. Students wishing to enroll beyond that number must get approval from their academic advisor, up to 18 credits, and from their academic advisor and the dean, if they wish to take 19 or more credits. Students wishing to take an overload of classes should submit a petition form to their academic advisor. The student's current GPA and academic standing should be reviewed by the advisor. Only students with a minimum GPA of 3.8 and no previous or current academic or clinical probations will be considered for academic overload. Students are not eligible during any semester with an internship. The academic advisor may consult with the student's current and previous instructors in making a decision. If the overload is approved, the academic advisor will sign the petition form, which is then submitted by the student to the Registrar. If the student is petitioning to take 19 or more credits, the dean must also give approval.

**IRCOD Degree Students Only:** In addition to the above, the student must plan to take no more than two three-credit courses (a total of six credits maximum) during the term in which s/he wants to take on a double internship. In other words, a student can take no more than six academic credits and six internship credits in the same term.

Registrations for course overloads are made on a space-available basis, and course overload students may be dropped if there is insufficient room in the course for students taking courses according to the preferred sequence.

### Registration

Registration materials, including class schedules, are provided to students approximately eight weeks before the semester starts. The Registrar will work with students in course registration. Students are required to register for courses in Populi during open registration.

Registrations from students with delinquent accounts or who have three or more grades of incomplete (“I”) on their transcript will not be accepted until these problems are resolved. A student who has failed to register for one calendar year or more must file for readmission. Once online registration has closed, students can change their registration (see “Drop/Add Procedure”). Students may not attend classes for which they have not registered. Each student is responsible for knowledge of and adherence to all regulations and program requirements published in this student handbook and other posted, emailed, or mailed notices. Students may consider

consultation with their academic advisors for clarification and guidance in registering for coursework; however, students are ultimately responsible for knowing course requirements and for enrolling in appropriate courses.

### Drop/Add Procedure

Students who choose to drop or add classes, after open registration closes, must do so by completing a Drop/Add Form and returning it to the Registrar. Enrollment is not permitted after a course has begun. Nonattendance does not constitute dropping a class, and students are held financially and academically responsible. See “Class Attendance” policy for definitions pertinent to online and on-campus courses. Students cannot drop a course after the posted drop date on the Populi calendar.

### Class Schedules

Class schedules are posted in Populi approximately eight weeks before the new semester begins. Changes or additions to the schedules will be posted, and students will be notified by postings and/or email.

### Class Meeting Times for On-Campus Courses

Classes are scheduled to allow sufficient time for students to complete the clinical requirements of the program. Classes are scheduled throughout the day and early evenings.

### Cancellation of Courses

The Graduate School reserves the right to cancel any course due to low student enrollment, unavailability of an instructor, or other factors. If this occurs, students will be notified as soon as possible and receive a full tuition refund or credit.

### Auditing a Course

Students are not allowed to audit or take courses for no credit. Learning theories demonstrate that the most complete learning comes from incorporation of a variety of teaching strategies such as lecture, reading assignments, discussion, written work, and exams. It is to the student’s benefit that he or she be required to participate fully in a course.

Graduates are allowed to audit courses that they have successfully completed during their enrollment for the purpose of review and professional development. They will be charged one-half of the full tuition at the time of the audit. These students must obtain advance permission from the instructor to audit the course. Further, they must

participate fully in classroom activities, but they are not required to complete written assignments or examinations. No grade or credit is assigned for an audit.

### Withdrawal from the Graduate School

Students who wish to withdraw from the Graduate School need to complete the “Withdrawal from School” form and submit it to the Registrar. The transcript will be noted “Inactive” with the effective date. Students who have not registered for a course or requested in writing to be withdrawn from their program by the thirtieth day of the semester will automatically be withdrawn. Students who voluntarily withdraw from the program may reapply at any time. Students who have received federal financial aid through Unsubsidized or Grad PLUS loans are required to complete Exit Counseling when withdrawing from the graduate school. Students withdrawing during a semester may be required to return a portion of the federal loan disbursements they received for the semester. Students must contact the financial aid office to determine if a return of funds is required and the amount to be immediately returned to the graduate school.

## Grades

### Grade Values and Points

The Graduate School uses a grade point system to evaluate the overall quality of coursework. The number of grade points earned in a given course is the number of credits for that course multiplied by the grade point, as indicated in the following chart.

Grade	Description	Grade points (per credit hour)
A	Superior performance	4.0
B	Above average performance	3.0
C	Average performance	2.0
D	Below average performance	1.0
F	Failure	0.0
P	Pass	
NC	No credit	
I	Incomplete	
WP	Withdraw Passing	
WF	Withdraw Failing	



## Grading

Upon completion of a course, the instructor assigns a letter grade. Grades provide academic evaluation and are the basis for establishing academic standing and satisfaction of the program components.

## Grade Point Average

The student's grade point average (GPA) is calculated by dividing the total number of grade points by the total number of credit hours attempted. The cumulative grade point average is computed by dividing the total number of grade points that a student has earned in all courses by the total number of semester hours represented by those courses. "P," "NC," or "I" are not used in these calculations.

## Failing Grades

Students who receive a failing grade, "D" or "F," for any course must retake and successfully complete that course to receive credit. A grade of "D or F" will become a permanent part of the student transcript and is computed into the cumulative grade point average. When that course has been repeated, only the passing grade will be computed into the cumulative grade point average, although the "D or F" remains on the transcript.

## Repeated Courses

Credit toward completion of any Graduate School program will not be given more than once for the same course. If you choose to repeat a course for which you have already received credit, both courses will appear on your transcript and the best grade will be used in the calculation of your GPA. However, one of the two courses will be disallowed in calculating completion of program requirements.

## Change of Grade Limitations

An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. Changes may not be made on the basis of additional work completed by a student unless all members of the class had the option to submit additional work.

## Student Grade Reports

Grades are posted approximately one week following the end of each semester. Students are able to access grade reports in Populi. The grade report is a cumulative record of credit hours earned and grade point average for the

coursework completed. Student grades will be withheld for uncompleted forms and documents.

## Academic Course Grade Appeals

Once a class grade has been assigned, corrections may be made as a result of an error, as described in Change of Grade Limitations (above). Appeals will be handled in the following manner:

- If the grade cannot be resolved between the student and faculty member or clinical supervisor, the student should consult with his or her academic advisor.
- If the matter cannot be resolved with the assistance of the academic adviser, a student may appeal to the Dean or his or her designee for a grade correction within 30 days of receiving the grade. The Dean or his or her designee will have 15 days to evaluate the appeal of the grade, and the Dean's decision will be final.
- The Graduate School will not accept, in any form, retaliation of a student for a complaint brought forth in good faith.

## Tuition, Fees, and Payment

### Tuition

Tuition for the Master of Arts programs is calculated on a per credit basis. Total cost for a semester's tuition is based on the per credit fee, multiplied by the total number of credits taken for the semester. An administrative fee of \$200 is charged to all students when registered for course CPC-703, CPC-813 or IR-815 to cover degree-granting costs.

Tuition for Customized Training is calculated on a per credit basis.

### Tuition Payment

The Graduate School reserves the right to revise tuition payment policies at any time. Should this occur, students will be notified prior to the effective date of the change.

Registration for classes at the Graduate School indicates acceptance of this tuition payment policy.

Tuition is billed at the beginning of each semester and is due by the 7th day of the semester start. If payment in full is not received by that date, a \$20 late fee is assessed to the student's account.

## Student Information – Academic Policies

In cases of hardship, a student can set up a payment schedule, whereby the student will pay 50 percent of the total tuition for the semester on the tuition due date. The remaining 50 percent of the semester's tuition is due in two equal installments: the first within 30 days after the start of the semester, and the second 30 days later. All tuition must be paid in full within 60 days of the beginning of the semester. The school may alter this payment plan at the discretion of the Provost and Dean.

A \$20 service charge will be assessed against the student's account for each check returned due to insufficient funds. The Graduate School reserves the right to assess other fees, as necessary.

### Method of Payment

Tuition bills may be paid by federal loan funds directly applied to a student's account, personal check, money order, or charging on Visa, MasterCard, American Express, or Discover cards. Bank wire service is also available. Tuition payments can be made to the Registrar or credit card payments may be made online through Populi.

No student will be allowed to register for the next semester with an account balance from the previous semester. Students who are not registered due to a financial hold on their account may not attend classes. At time of registration, students are able to view pending tuition/fee charges for the upcoming semester in Populi, as well as any credits due, such as grant awards, tuition credits, and payments made. The only exceptions are for students with a company tuition reimbursement policy on file and with an account balance no older than the current semester, or students with federal loans in process through the Federal Financial Aid Office. Special arrangements may be considered.

### Tuition Refund Policy

Students need to complete the Withdrawal from Course form (found in Populi Files) and return it to the Registrar. If the Registrar's office is closed, students are required to email the form to the Registrar. For withdrawal forms submitted by email, the timestamp generated by the email will be deemed as the time of receipt. All times indicated below are in Central Standard Time/Central Daylight Time.

#### *On campus courses*

Students will receive tuition refunds according to the following schedule:

- 100 percent before the third class meeting

- 75 percent before the fourth class meeting
- 50 percent before the fifth class meeting
- No refund after the fifth class meeting or nonattendance

#### *Online courses*

Students will receive tuition refunds according to the following schedule:

- 100 percent before 11:59 p.m. Saturday of the third week of class
- 75 percent before 11:59 p.m. Saturday of the fourth week of class
- 50 percent before 11:59 p.m. Saturday of the fifth week of class
- No refund after the fifth week of class or nonattendance

#### *Weekend on-campus courses*

Students will receive tuition refunds according to the following schedule:

- 100 percent before 8:59 a.m. of the first Saturday of class
- 75 percent before 11:59 a.m. of the first Saturday of class
- 50 percent before 2:59 p.m. of the first Saturday of class
- No refund after 3:00 p.m. of the first Saturday of class

Refunds will be sent to students within 40 days of registration change, including dismissal or withdrawal from the program.

Students with federal financial aid loans and grants may be required to return some of the funds upon total withdrawal from the program. Funding may also be reduced if dropping or withdrawing from a class. Federal loan money will be repaid and deducted before any refund will be issued. See Financial Aid section for further details.

### Refund Policy for Students who are Residents of Wisconsin

In compliance with the Wisconsin Educational Approval Board regulations, the following refund policies will be utilized for students who are residents of Wisconsin:

## Student Information – Academic Policies

1. A full refund of all money paid will be made if the student
  - a. Cancels within three-business days of admission (EAB 6.04),
  - b. That was accepted was unqualified and the school did not secure a disclaimer under EAB 9.04; or
  - c. Enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

This refund will be made within ten business days of cancellation.

2. A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period is entitled to a pro rata refund (less a \$100 administrative fee) as follows:

At Least	But Less Than	Refund of Tuition
1 class	2 weeks	90%
2 weeks	3 weeks	80%
3 weeks	5 weeks	70%
5 weeks	6 weeks	60%
6 weeks	8 weeks	50%
8 weeks	9 weeks	40%
9 weeks	no	no refund

Each week in the term ends Sunday night at 11:59 p.m. Central Time.

A student will receive the refund within 40 days of termination date. If a student withdraws after completing 60% of the instruction, and withdrawal is due to mitigating circumstances beyond the student's control, the school may refund a pro rata amount.

If written notification of withdrawal is not received by the Graduate School, the student's withdrawal date will be determined by last date of attendance in class. Attendance in online classes is demonstrated through participation in academically related activities within the online classroom, including completion of tests/quizzes, participation in discussion boards or the submission/completion of assignments.

### Delinquent Account Policy

Students are obliged to pay all tuition and fees by the 10th day of the semester start.

The Graduate School reserves the right to modify the terms and conditions of this policy prior to registration for any semester by sending a written notice to students at their last known billing addresses. Students are responsible for providing the Registrar's Office with their current billing addresses and telephone numbers.

### Miscellaneous Fees

Students in Graduate School programs are responsible for the costs associated with all required textbooks, course fees, proctoring fees, as well as the fees associated with any compilation of articles and/or research materials used for that course. A technology and student services fee is charged to all students each semester.

### Course Fees

Students in the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders degree who register for IR-825 Internship will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

### Residency Fees

Active participation in an on-site residency (three or four days) is required for the successful completion of the following courses in the online degree program:

- IR-606 Introduction to Professional Co-Occurring Disorders Counseling
- IR-708 Group Counseling for Co-Occurring Disorders
- IR-815 Synthesis: Integrated Recovery

A \$100 residency fee will be charged to students for each of these courses. Additionally, students are responsible to cover expenses associated with attendance at the residency, including, but not limited to, travel, transportation, housing, and meals.

### Optional Practical Training (OPT)

International students have the option to apply for authorization to seek employment related to their field of study. Application information is available at the Registrar's Office. Applications can be initiated no more than 90 days prior to completion of their program. Students continue to be in F-1 (master's) status while working or seeking employment with optional practical training authorization.

A \$100 student administration fee is charged to international students whose eligibility to remain in the

United States is based on the Graduate School's supervision of their optional practical training. Regulations under SEVIS (Student & Exchange Visitor Information System) require the Graduate School to maintain the record of the student for the duration of the time that is authorized. Students are responsible for notifying the Registrar's Office of any changes in name, address, or interruption, change, or termination in employment and the Registrar's Office must update the SEVIS record. The fee is paid at the Registrar's Office at the time of application.

## GI Bill Education Benefits for Veterans

The Hazelden Betty Ford Graduate School of Addiction Studies has been approved by the Minnesota State Approving Agency for GI Education Bill benefits. For questions regarding GI Bill Education benefits payment or veteran eligibility, call toll-free (888) 442-4551 or visit [www.gibill.va.gov](http://www.gibill.va.gov).

## Financial Aid

The purpose of financial aid at the Hazelden Betty Ford Graduate School of Addiction Studies is to assist students in obtaining the financial resources necessary to cover their educational costs and funds for living expenses while enrolled in school. The Graduate School has chosen to participate, and has been certified to participate, in the Federal Title IV funding program. Eligible students will have access to funding through an unsubsidized loan, and a Grad PLUS loan. For questions on federal financial aid loans contact the financial aid office.

Hazelden Betty Ford Foundation offers grants and scholarships. Interested students are encouraged to review the Graduate School's website for more detailed information regarding grants and scholarships contact Student Services by calling 651-213-4175.

## Enrollment Status Definition

### *Master of Arts Programs*

To qualify for Federal Student Aid, you must be enrolled as at least a half-time student. Graduate students may qualify for federal unsubsidized loans and Grad PLUS loans.

- Full-time enrollment = 9 or more credits per semester
- Three quarter enrollment = 7 or 8 credits per semester
- Half-time enrollment = 5 or 6 credits per semester

## Federal Student Aid Eligibility

Students federal loan eligibility will be verified by the financial aid office using the student's Free Application for Federal Student Aid (FAFSA). If any discrepancies are found through the verification process, the student is responsible to make the corrections on their Free Application for Federal Student Aid (FAFSA). The Financial Aid Office will make the corrections on the student's FAFSA only with signed authorization from the student.

## Student Financial Aid Records

The Hazelden Betty Ford Graduate School of Addiction Studies shall respect the privacy of student financial records. Student financial records shall be disclosed only to the student, to persons within the school with a legitimate interest, to persons authorized by the student to receive the student's financial aid records, and to persons authorized to receive financial records without the student's consent. A student has the right to review his or her records, to challenge the contents of these records, and to file a complaint with the U.S. Department of Education.

Procedure:

A student may send a request via email to the Financial Aid Office to request access to his or her records. A time will be scheduled for the student to stop in the Financial Aid Office to review his or her file.

If the student wishes to authorize access to or discussions with another individual regarding his or her financial aid, the student must sign a Student Information Release form and provide the original signed copy to the Financial Aid Office.

## Default Management Plan—Title IV Funds

In order to manage the default rate of student loans, the Graduate School's Financial Aid Office takes the following actions to educate the student regarding finances and obligations.

Prior to taking loans, the following is offered to educate and assist the student:

1. Entrance counseling is required of all students who are accepting Title IV funds. The Graduate School uses the online entrance counseling provided by the Department of Education at [www.studentloans.gov](http://www.studentloans.gov). Once the counseling is completed, the student will be required to take an exam on the counseling received.



## Student Information – Academic Policies

2. Students are encouraged to use the FAFSA4caster found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). FAFSA4caster will help students understand their options for paying for college.

3. Students are encouraged to go to [studentaid.ed.gov](http://studentaid.ed.gov) for further information on “Repaying Your Loans,” which includes, but is not limited to, repayment information, repayment plans, and calculators. Additional online tools available for educating students on finances are [www.mappingyourfuture.org](http://www.mappingyourfuture.org), [www.mymoney.gov](http://www.mymoney.gov), [www.mint.com](http://www.mint.com) and [www.studentloans.gov](http://www.studentloans.gov).

The Financial Aid Office participates in student orientation. A presentation offers repayment information and useful websites for the student to access in order to manage their student debt.

Exit counseling is required when completing or leaving the Graduate School or anytime that enrollment drops to less than 5 required credits. This counseling is completed online at [www.studentloans.gov](http://www.studentloans.gov). The counseling meets all federal regulations for Exit Counseling. It includes an overview of the student's repayment obligations and the options available the student in the event they have trouble making payments.

The Financial Aid Office receives a Delinquent Borrower Report through the Department of Education and various servicers for past due and delinquent Direct Loans. The Financial Aid Office will attempt to contact the student to discuss the delinquency of his or her payment and remind the student to contact the servicer of his or her loan/s, as they will work with the student to resolve the delinquency.

Contact information from students who have completed the program is updated whenever the student contacts the Graduate School. The Alumni Association maintains a web page that allows students to keep in contact and has a form that requests updated contact information.

The above is a condensed version of the Default Management Plan. A complete copy of the plan is kept in the Financial Aid Office and can be viewed at any time upon request.

### **Satisfactory Academic Progress Policy (SAP) for Students receiving Federal Financial Aid**

In accordance with federal regulations the following policies and procedures governing standards for Satisfactory Academic Progress (SAP) are in effect for all students receiving federal financial aid while attending Hazelden Betty Ford Graduate School of Addiction Studies. Students who fail to meet both the qualitative

and maximum timeframe requirements of SAP standards will be considered ineligible for federal financial aid.

SAP is measured by:

- 1) Grade Point Average (GPA) – Qualitative measurement
- 2) Maximum timeframe – Pace requirement – Progress to ensure completion within the maximum time frame

Students enrolled in a Master's program who receive federal financial aid must:

- maintain a cumulative GPA of at least 3.0 at the end of each semester
- complete a minimum of 50% cumulative credits they attempt
- complete the program within 84 months

### **SAP Evaluation and Warning Status**

At the end of each semester the GPA will be calculated for each student. Satisfactory Academic Progress will be evaluated for each student at this time to determine if the SAP requirements of GPA and timeframe have been met. Students who receive federal financial aid and have not achieved the Satisfactory Academic Progress requirements will be placed on financial aid warning for the upcoming semester. The student will continue to receive aid during the warning period. If at the end of the warning period semester the student fails to meet the Satisfactory Academic Progress requirements, both GPA and timeframe, the student will be ineligible for federal financial aid the following semester unless criteria for an appeal are met. See Appeal Process. A student can be on SAP warning for only one semester.

### **SAP Notification**

The Financial Aid office will notify students in writing, via their Hazelden Betty Ford e-mail account, if they have failed to achieve Satisfactory Academic Progress and are put on warning status for the upcoming semester. If the student was already on SAP warning and did not meet the SAP requirements at the end of the SAP warning semester the student becomes ineligible for future federal financial aid disbursements. The Financial Aid office will notify the student via their Hazelden Betty Ford e-mail account that they are no longer eligible for federal financial aid. Included in that e-mail notification will be information on what is required to again become eligible for federal financial aid.

**Reestablishing eligibility to receive federal financial aid**

Once the student's cumulative GPA is at a minimum of 3.0 and the student is progressing at a pace to complete the program within the maximum timeframe, the student will again become eligible to receive federal financial aid. Neither paying for your own classes nor sitting out for a period of time is acceptable to reinstate federal financial aid eligibility.

**Appeal Process**

If at the end of the warning semester the student has not met the SAP requirement the student has the right to appeal his/her eligibility based on the following circumstances: the death of a relative, student's injury or illness, or other special circumstance. A written appeal must be submitted to the financial aid administrator for review by the Appeal's Committee. The student's appeal must include:

- an explanation of the circumstance that affected the student's progress from meeting SAP requirements
- appropriate supporting documents
- specific explanation of what has changed with the student's situation that will allow them to reach satisfactory academic progress at the end of the next semester

The student will receive a written decision in response to their appeal in approximately 15 business days. If the appeal is approved the student will be placed on financial aid SAP probation and federal financial aid eligibility will be reinstated for one semester.

If the appeal is denied and the student feels there are factors that were not considered, a second appeal including any additional supporting documentation must be submitted to the provost to be reviewed by the provost with the Appeals committee. A response will be sent to the student by the provost in approximately 20 business days.

If at the end of the probation period, the student has not yet met the SAP requirements he/she will become ineligible for federal financial aid. However, *if there are new circumstances since the prior appeal* the student can again present an appeal following the same requirements as the first appeal with one addition. The student must also include, with the assistance of his/her advisor, a plan that ensures that the student is able to meet the school's SAP policy by a specific timeframe. This plan will clearly indicate specific course grades in the upcoming term that are required to raise the accumulative GPA to 3.0 or above, as well as the potential outcomes (e.g. inability to

graduate, suspension, dismissal) if those grades are not obtained. The financial aid administrator will be given a copy of the student's signed plan. If the appeal is not approved the student will not be eligible for federal financial aid. The same process for notification to the student will be followed as for the initial appeal.

**Incompletes, Withdrawals, Repeated Courses, and Transfer Credits**

- A grade of "I", incomplete, is assigned as a temporary mark for pending course completion and counts against the completion rate
- Withdrawals do not impact the student's GPA
- A student may receive federal financial aid for the same course a maximum of 2 times
- Transfer credits will count as both attempted and completed in the calculation for maximum timeframe
  - Grades associated with transfer credits will not be used in calculating cumulative GPA

Students not on pace to complete the program within the maximum timeframe allowed will be ineligible to receive federal financial aid.

**Attendance Policy for Financial Aid Students**

Hazelden Betty Ford Graduate School requires that attendance be taken. Student's attendance is monitored by the financial aid office. If a student has not attended any class for a period of 14 consecutive days, the student may be withdrawn regarding financial aid purposes. A return to Title IV calculation will be done to determine if the student must immediately return federal loan funds disbursed to them. The student will be reported to the Dept. of Ed as withdrawn and their 6-month grace period to pay back their student loan/s will begin as of the last date of their attendance. (See Administrative Withdrawal policy for the school withdrawal policy.)

**Leave of Absence Policy/Program Withdrawal Policy (for students receiving Federal Student Aid)**

If a student who has received Federal Student Aid takes a leave of absence (for any reason) during a semester in which financial aid has been distributed this is considered a withdrawal and a Return to Title IV (R2T4) calculation must be completed to determine if the student has received unearned funds or is entitled to a post-withdrawal disbursement. If the student has completed 60% of the semester-payment period-then the student will not be required to return any unearned funds.



## Student Information – Academic Policies

Students taking a leave of absence during a semester are considered withdrawn for financial aid purposes and will be reported as withdrawn to the Department of Education. This will start the 6-month grace period to pay back their loan/s.

Exit Counseling is also required at the time of the LOA.

Any overpayment must be re-paid by the student before any future Federal Student Aid can be disbursed. If a student withdraws from the program, the earlier of:

- 1) The date the school is notified of the withdrawal, or
- 2) The last date the student attended class in the case of an unofficial withdrawal will be used as the program withdrawal date and return to Title IV calculations.

An over-award occurs when funds meant to cover tuition and/or living expenses for a certain period of time have been disbursed in full to the student, but the student does not attend classes for the full period of time. Therefore, the funds are unearned and a calculation will be done by the financial aid office to determine the amount that the student must return.

See sections on Course Withdrawal, Administrative Withdrawal, and Withdrawal from the Graduate School in Section 5 of this handbook for more information.

## Academic Probation and Suspension

### Master of Arts Programs

Satisfactory academic progress in the course of study being pursued includes the successful completion of semester courses with a cumulative 3.0 grade point average (GPA) or higher and attendance of 80% or higher in all courses. Students whose cumulative GPA falls between 2.50 and 2.99 are placed on academic probation. A student will also be placed on academic probation if: (a) attendance in any course falls below 80% as of the fifth week of the semester (or one third of the course) and/or (b) the student receives three incompletes in any single semester. Students will be informed in writing by the Dean when they are placed on academic probation and the Dean will inform the Provost. There is no right to appeal academic probation.

Students whose cumulative GPA falls below 2.50 in any semester will be subject to dismissal or suspended for one year. After the suspension period, students may be eligible for reinstatement on a case by case basis.

Timelines for academic probation may differ for part-time students based on the number of credits attempted in a given semester.

No grade of "I," "D," "F," or "NC" will be counted as fulfilling program requirements. No student will graduate with less than a 3.0 GPA. Students have the option to retake courses to improve their GPA. Change of a grade can be made only by following the Academic Course Grade Appeals policy.

### Resolving Academic Probation

Once a student is placed on academic probation, a specific written and measurable behavioral plan must be implemented to bring the student's academic performance to the standard. Students who have been placed on academic probation due to a GPA between 2.0 and 2.49 must be able to raise their GPA to 2.5 or above by the completion of the following semester. Students who are on probation due to low attendance must demonstrate 80% attendance in all classes at the end of the semester to be removed from academic probation. If 80% attendance has not been achieved by the end of the semester, academic probation may be continued for one additional semester. Students who are on probation due to three incompletes must follow the procedure for resolving incompletes and must not receive any incompletes the following semester. The following procedure will be followed:

- To continue in the program, a student who has been placed on academic probation must attend a required meeting with the academic advisor. This meeting will be requested by the academic advisor and must occur within two weeks of the advisor's request. If the student does not respond to the advisor's request within the first week of the semester, or the student does not arrive for the scheduled appointment, the student may be suspended temporarily from the Graduate School.
- At the probation meeting, the student and the academic advisor collaboratively create a written and measurable behavioral plan for improving academic performance. This plan, which must be finalized at the probation meeting, will indicate specific behavioral objectives and a timeline for completion of the objectives. If the student is on probation due to low GPA, the plan will clearly indicate specific course grades in the upcoming term that are required to raise GPA to 2.5 or above, as well as the potential outcomes (e.g., inability to graduate, suspension, dismissal) if those grades are not obtained. Failure to achieve a GPA of 2.5 or higher in two consecutive semesters may also result in loss of eligibility for

federal financial aid funding. Both student and advisor must sign the plan, which is submitted to the Dean for approval. Refusal to sign the plan does not nullify academic probation or the behavioral plan.

- To be removed from academic probation, students must successfully complete the behavioral plan within the timeline. The academic advisor monitors the completion of the plan and informs the Dean of progress toward the stated objectives.
- The Dean determines whether or not the plan is successfully completed. If the plan is successfully completed within the timeline, the Dean notifies the Provost in writing that probation is no longer in effect.
- If the plan is not successfully completed as determined at the sole discretion of the Dean, the Dean may recommend academic sanctions (e.g., extension of probation, suspension or dismissal from the program). The Dean will submit any sanctions to the Provost for final approval.

Timelines for academic probation may differ for part-time students based on the number of credits attempted in a given semester.

## Clinical Probation

Satisfactory clinical progress is determined by: (a) successful completion of the practicum and/or internship objectives delineated in the clinical course syllabi; (b) attendance of 80% or higher in supervision group; (c) reviews with clinical staff and faculty, and (d) demonstration of appropriate behavior in the clinical setting. A student will be placed on clinical probation if the student is not making sufficient progress on practicum objectives, the student's attendance at supervision group falls below 80%, the student's midterm or semester-end clinical evaluations indicate a need for improvement, and/or the student is not demonstrating appropriate behavior in the clinical setting. This process can occur at any time during a student's clinical experience.

Students will be informed in writing by the Dean when they are placed on clinical probation, and the Dean will inform the Provost of the student's clinical probation. There is no right to appeal clinical probation.

### **Resolving Clinical Probation**

Once a student is placed on clinical probation, a specific written and measurable behavioral plan must be implemented to bring the student's clinical skill to the standard. The following procedure will be followed:

- To continue in the program, a student who has been placed on clinical probation must participate in a required meeting with the academic advisor. This meeting will be requested by the academic advisor and must occur within two weeks of the academic advisor's request. If the student does not respond to the request within a week, or the student does not participate in the scheduled appointment, the student may be suspended temporarily from school.
- During the probation meeting, the student and the academic advisor collaboratively create a written and measurable behavioral plan for improving clinical performance. This plan, which must be finalized during the probation meeting, will indicate specific behavioral goals, timelines, and a next review date (at least six weeks after the creation of the behavioral plan). Both student and advisor must sign the plan, which is submitted to the Dean for approval. Refusal to sign the plan does not nullify clinical probation or the behavioral plan.
- To be removed from clinical probation, students must successfully complete the behavioral plan before the review date. The academic advisor monitors the completion of the plan and informs the Dean of progress toward the stated objectives. Within a week of the review date, the academic advisor will request feedback from the student's clinical supervisors and report to the Dean.
- Within a week of the review date, the Dean evaluates the student's progress. If the Dean determines that the plan has been successfully completed and no new concerns have arisen, the Dean notifies the Provost in writing that probation is no longer in effect. If the plan is not successfully followed, the Dean may recommend extension of probation or an academic sanction (e.g., suspension or dismissal from the program). The Dean will submit any sanctions to the Provost for final approval.
- If clinical probation is recommended for the same student by an advisor or supervisor after that student has resolved his/her previous clinical probation, the Dean reviews the case and recommends a second probationary period or an academic sanction (e.g., suspension or dismissal from the program). The Dean will submit any sanctions to the Provost for final approval.

## Copyright and Intellectual Property

It is illegal to reproduce materials registered as copyrighted material. This includes copyrighted thesis and other student work. The use of illegal software on any

Hazelden Betty Ford Foundation equipment is prohibited. Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing, is prohibited.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQs at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

Unauthorized distribution of copyrighted material is subject to disciplinary sanctions including a formal, written warning for first offenses. Repeat infringers will have their computer account and other access privileges terminated and may be subject to other disciplinary actions. The procedure for seeking copyright approval for student work may be obtained from the librarian. In addition, a detailed handout articulating the procedures for intellectual property and copyright practices is distributed during student orientation.

## Ethics and Confidentiality

### Ethics

All students enrolled in the Hazelden Betty Ford Graduate School of Addiction Studies programs are responsible for protecting and following all Hazelden Betty Ford Foundation policies regarding ethical conduct. As all students will have contact with Hazelden Betty Ford Foundation patients and clientele through clinical practicum and/or clinical internship experiences, maintaining ethical practices is paramount. All policies are

made available to students during orientation. Students must protect the welfare of those who seek their services, use their skills only for purposes consistent with that responsibility, and not knowingly permit their misuse. Students must be competent in clinical practicum and/or clinical internship assignments; be objective to the application of skills; and be concerned for the best interests of patients, colleagues, and society in general. For this reason, we request that students do not have any business involvement or transactions with a former patient within the first year of completing the graduate program. We also request that students have no intimate or close personal relationships with former patients within the first two years after the patient leaves Hazelden Betty Ford Foundation. Hazelden Betty Ford Foundation policy prohibits any contact with current or former patients, on or off duty, that could adversely affect the patient or reflect discredit to the Hazelden Betty Ford Foundation and/or the Hazelden Betty Ford Graduate School of Addiction Studies. A violation of these Foundation policies constitutes unprofessional conduct and may be subject to disciplinary action as described in Section 5. Accepting financial gifts, monies, or securities from patients is prohibited. However, small tokens of appreciation from a patient may be accepted if such items can be shared with the program or department, such as a plant or a box of candy.

### Confidentiality

Hazelden Betty Ford Foundation must abide by federal and state confidentiality standards pertaining to the alcohol and drug abuse patient record. These standards apply to all persons throughout the organization and within academic programs. Any information pertaining to a Hazelden Betty Ford Foundation patient is afforded protection under federal and state law. Basic to the law is that a patient’s mere presence in the program is a confidential matter, and what occurs while the patient is in residence is protected as well. The sharing of patient or employee information with other students or employees at Hazelden Betty Ford Foundation is limited to only those situations in which the employee has a business need to know. No member of the Hazelden Betty Ford Foundation staff or academic programs, current or past, is free to disclose a patient’s participation, even discharge from the program. While the patient is in treatment, his or her therapist may release information only with the written consent of the patient. After the patient has left treatment, the Health Information Department may release information on a specific patient to a third party, but only with the approval of the former patient via his or her signature on Consent to Release Confidential Information form. A violation of confidentiality may result in disciplinary action as described in Section 5. Hazelden Betty Ford Foundation safeguards the confidentiality and

## Student Information – Academic Policies

privacy of patients and other program participants against unauthorized filming and photographing. If a student observes someone with a camera, without an authorized staff member present, that student should approach the person with the camera and let him or her know taking a photograph of anyone without permission is not allowed.

### Clinical Supervision Guidelines

Guidelines for clinical supervision will follow the “Ethical Guidelines for Clinical Supervisors” adopted for the Association for Counseling Education and Supervision in March 1993 (Bernard & Goodyear, *Fundamentals of Clinical Supervision*, 2nd ed. [Boston: Allyn and Bacon, 1997]).

### HIPAA—De-identified Information

Patient information needed to complete Graduate School requirements must be de-identified under the supervision of the health information supervisor in compliance with HIPAA, CFR42, and other regulations. Students may not print out or remove any patient information from the premises that has not been de-identified under the health information supervisor’s direct supervision. Protected health information will be maintained in separate, secure files. De-identification of patient data under the supervision of the health information supervisor, and restricting all other patient information to the Hazelden Betty Ford Foundation premises, helps to ensure patient privacy, provides additional clarity regarding student performance, and upholds the Foundation’s core values of treating patients with dignity and respect.

Procedure:

- The student identifies records for de-identification based solely on class assignments and “need to know.”
- The student confers with unit staff regarding the appropriateness of securing de-identified patient information.
- An appointment is made with the health information supervisor to de-identify information.
- Students confer with faculty, if questions arise, to ensure compliance.

### Research Involving Human Subjects

All research at Hazelden Betty Ford Foundation involving human subjects must be reviewed and approved by the Foundation’s Research Action Team and Privacy Board. The research proposal may emanate from either internal staff or from external researchers from other

organizations or academic settings. Research projects may include:

- Collection of new information for research purposes from patients via questionnaire, surveys, interviews, or tests
- Studies that test new treatments, activities, or interventions. This includes psychosocial treatment interventions or medications
- Archival data collection from existing medical records

Students planning to undertake a research project who are uncertain about whether it meets the criteria for review should consult with the chair of the Research Action Team & Privacy Board.

### Conflict of Interest

The Graduate School seeks to avoid conflicts of interest in teaching and advising. A conflict of interest occurs when a student or employee of Hazelden Betty Ford Foundation is engaged in both a professional teaching or advising relationship and a familial, co-habitational, supervisory, financial, or significant personal relationship with another student or employee of the organization. Examples of conflicts of interest include:

- A faculty member or student uses class lists to solicit business for purposes other than Hazelden Betty Ford Foundation business
- A student registers for a course taught by a spouse or therapist
- A student is assigned a family member or personal friend as an advisor
- Any present or past relationship that causes discomfort for either party

Conflicts of interest shall be resolved by the Dean, or if the Dean has a conflict, by the Provost.

## Student Records

### Introduction

Student records maintained by the Graduate School fall into two general categories—directory information and educational records. As custodian of student records in compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the Graduate School assumes the trust and obligation to ensure protection of student records, which includes maintaining the confidentiality of educational records. The Graduate



School has developed policy guidelines for access to the educational record with respect to the rights of eligible students and parents of dependent eligible students. All information contained in the Graduate School's records is considered confidential, except for directory information, which may be released publicly in print, electronic, or other form.

## Directory Information

- Directory information is information concerning a student that may be released publicly. It includes the following: name (all names on record); address (all addresses on record); email address (all electronic addresses on record); phone number (all phone numbers on record); height, weight, and photos of athletic team members; date of birth; major field of study (all declared majors); minor field of study (all declared minors); class level; dates of attendance; enrollment status; names of previous institutions attended; participation in officially recognized activities and sports; honors/awards received; degrees earned (all degrees earned); date degree earned (dates of all degrees earned); and photographic, video, or electronic images of students taken and maintained by the institution.
- Under the Family Educational Rights and Privacy Act, students have the right to request directory information not to be made public by notifying the Registrar's Office. Students should be aware that information might be collected for use in publications in advance of printing. In order to effectively suppress release of directory information, students should restrict their information as early in the term as possible. To ensure restriction of directory information from the printed directory, the process should be completed by the 10th day of the semester.
- The Graduate School receives many inquiries for "directory information" from a variety of sources, including, but not limited to, prospective employers, other colleges and universities, graduate schools, licensing agencies, government agencies, news media, parents, friends, and relatives. Students should consider very carefully the consequences of their decision to withhold release of any or all directory information items. Campuses have no responsibility to contact students for subsequent permission to release directory information after it is restricted. The Graduate School will honor student requests to withhold directory information until the student specifically and officially requests to lift these restrictions. To reverse existing directory restriction, students must personally contact the Registrar's Office for the reversal procedure.

## Educational Records

Educational records are those records, files, documents, and other materials that contain information directly related to a student's academic progress, financial status, medical condition, etc., and are maintained by the Graduate School or a party acting on behalf of the Foundation. Educational records include more than academic records. Educational records, with the exception of those designated as directory information (see 2nd bullet under Student Records: Directory Information, in Section 5), may not be released without the written consent of the student to any individual, agency, or organization other than the following:

- a. School officials who have legitimate educational interests.
  - i. A school official is someone employed or affiliated with the Graduate School in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the Graduate School has contracted (such as an attorney, auditor, or collection agent); a person or organization acting as an official agent of the Graduate School and performing a business function or service on behalf of the Institution; a person serving on the State Board of Higher Education; a student serving on an official or recognized committee, such as a disciplinary or grievance committee; or a person assisting another school official in performing his or her tasks.
  - ii. A school official has a legitimate educational interest if the official needs to access the educational record in order to fulfill his or her responsibility on behalf of the Graduate School. This includes performing a task that is specified in his or her position description or contract.
- b. Officials of other institutions in which the student has applied or enrolled.
- c. Authorized representatives of the Comptroller General, the Secretary of Education, the administrative head of an educational agency, state education authorities, or the Attorney General when investigating government sponsored or affiliated programs.
- d. Officials responsible for acting in conjunction with the student's application for, or receipt of, financial aid.
- e. Authorized individuals or organizations conducting studies for or on behalf of Hazelden Betty Ford

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Foundation for the purpose of developing, validating, or administering predictive tests; for administering student aid programs; and for improving instruction. These studies must be conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of the Graduate School or such organizations. This information is to be destroyed when it is no longer needed for the purpose for which it was collected.

- f. An alleged victim of any crime of violence or non-forcible sex offense, of the final results of any disciplinary proceeding regarding an alleged perpetrator of that crime with respect to that crime [20 U.S.C. § 1232g (b) (6); 34CFR § 99.31(a) (13)].
- g. Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or others.
  - 1) The disclosure of educational records to family members and in response to subpoenas will be carried out as follows:
    - a. Graduate School officials are expected to comply with judicial orders and subpoenas. A reasonable attempt shall be made to notify a student of the Graduate School's intention to comply with court orders, unless directed otherwise by court order.
    - b. Spouses or other family members of students may receive student record information when a written consent form is submitted by the student.
    - c. Records of former students are confidential except for directory information. The Graduate School may release, without written consent, directory information on any student not currently enrolled unless that student has requested otherwise.
    - d. The records of deceased students may be released or disclosed at the request of a parent, personal representative, or other qualified representative of the student's estate, or pursuant to a court order or subpoena.
- Upon written request, the Graduate School shall provide student access to a student's own educational records with the exception of:
  - a. Financial aid records of the student's parents or guardian;
  - b. Confidential letters of recommendation when the student has signed a waiver of right-of-access, or letters of recommendation written prior to January 1,

1975, providing such letters are used only for the purpose for which they were specifically intended.

- Students may waive their access to records.
  - a. A student may sign a waiver of right-of-access to confidential recommendations concerning admission, application for employment, and/or application for an honor or honorary recognition. In such cases the student, upon request, shall be notified of the names of individuals making such confidential recommendations. These recommendations are to be used solely for the purpose for which they were intended.
  - b. In the event a student refuses to sign a waiver of access, such an act may not be considered as a condition for admission, receipt of financial aid, or any other service or benefit from the Graduate School.
- Since the Graduate School does not maintain a central repository for student records, inquiries for access to specific educational records should be made to the Graduate School or agency responsible for a particular record. Requests for assistance in locating individual educational records may be directed to the Dean.

Within a reasonable time period, school personnel must produce for inspection all records, with the exception of those previously noted, which pertain to that student. Access to records should occur as soon as reasonably practicable, but in no instance more than 45 days after the request. Students seeking access to their records are subject to the following procedure:

- a. Student must provide proper identification.
- b. Students are free to examine the content of the record.
- c. No materials are to be removed from the record.
- d. Designated staff or personnel should review and interpret the contents of the record with the student.
- A student has the right to ask the school to amend the educational record if the student believes the record relating to the student contain information that is inaccurate, misleading, or in violation of the student's right of privacy. The student should write the school official responsible for the record, clearly identify the part of the record he or she wants changed, and specify why it is inaccurate. When a student has challenged specific data or information and has requested amendment of the record:



## Student Information – Academic Policies

- a. The designated department or staff member may agree to amend selected information; or,
  - b. In the event the designated department or staff member does not concur with the student's request to amend the information, the student shall follow the procedures developed by the department and/or college in which the department is located. Note: In the event of a challenge to a grade, the student must first follow the grievance procedures defined in Academic Course Grade Appeals.
  - c. If after following the above procedures, resolution has not occurred—that is, the student still feels the record is inaccurate or misleading—the student may submit, in writing, a request for a hearing to the Registrar and the hearing shall occur within 30 days.
  - d. Hearings will be conducted by a Graduate School official who does not have a direct interest in the outcome of the hearing. The student shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge. The hearing officer will render a decision, in writing, noting the reasons and summarizing all evidence presented within a reasonable period of time after the challenge is filed.
  - e. Should the hearing decision be in favor of the student the record shall be amended accordingly. Should the request be denied, an appeal may be made, in writing, and submitted to the Registrar within 10 days of the student's notification of the decision of the hearing officer. The appeal shall be heard by an appeals board of three disinterested senior school officials and a decision rendered, in writing, within a reasonable period of time.
  - f. Should the appeal be in favor of the student the record shall be amended accordingly. Should the request be denied, the student may choose to place a statement with the record commenting on the accuracy of the information the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will include the student's statement and notice of the board's decision, as long as the student's record is maintained by the Graduate School.
- Student records may be released if the student offers written permission. When the Registrar's Office releases student records, the signed release form and reason the requesting party seeks information are retained for three years.
  - Student record information can be transferred to a third party for an approved purpose only on the condition that the third party will not in turn release the record to another party. This third-party limitation shall be noted on all information released to the third party.
  - Areas of the Graduate School maintaining educational records are required to have a copy of their records policy available to students.
  - Disclosure of Graduation Rates: School graduation rate information is available online. A paper copy of this report is also available by calling the Registrar's Office.

### Record Retention

The Graduate School will maintain a records and information management program that provides faculty, staff, and students with information and tools to help them with the systematic control of information from creation to final disposition.

A Records Retention Schedule is a document that sets out the periods of time for which the Graduate School's records are to be retained. A Records Retention Schedule is an essential component of an effective records management program. This schedule ensures that all records are retained for only as long as they are needed, enabling efficient use of space, to enable it to operate effectively, to comply with federal and state laws, and to ensure the protection of vital records.

Most student records are retained for at least six years, with some documents such as transcripts and admissions documents being retained permanently. A copy of the Records Retention Schedule is available from the Dean upon request.

# Student Information – General

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## Alumni Association

The Hazelden Betty Ford Graduate School of Addiction Studies Alumni Association (HBFGSASAA) is committed to cultivating a lifelong relationship between the Graduate School and its alumni through fostering camaraderie among all certificate and master's degree graduates. HBFGSASAA supports the mission of Hazelden Betty Ford Graduate School and provides alumni with opportunities for continued professional development and scholarship. The Association sponsors quarterly continuing education events in the Twin Cities, promoting and sustaining alumni loyalty to the Graduate School.

For more information regarding the HBFGSASAA, e-mail **SHosley@hazeldenbettyford.edu** or **SArneson@hazeldenbettyford.edu** or visit the school's website for updates and news about the alumni association:  
<http://www.hazelden.org/web/public/gradschool.page>.

## Faculty/Student Forum

Once each semester, faculty members participate in an open forum to discuss, to answer questions regarding, and to receive feedback about the school's policies and procedures, curricula, activities, and other matters that bear on their experience. Students who are unable to attend in person will be provided alternative methods for participating.

## Student Representatives

The Hazelden Betty Ford Graduate School of Addiction Studies values the input of students in continuing to improve the overall functioning of the school. Each new on-campus and online cohort will elect one student to serve as their representative. Student representatives will serve in an advisory capacity by regularly participating in events such as the Faculty/Student Forum, presentations to the Faculty and Student Affairs Committee, and occasional meetings with faculty, staff, and administration. Once students are elected, they will maintain their positions until they have resigned, graduated, or been removed under other circumstances deemed appropriate by the Dean. In the event of a vacancy, the Dean will consult with the affected cohort to determine a process for filling the vacancy.

Election procedures will be determined through consultation with currently elected student representatives. The Dean holds final discretion in changes or variances to the election process.

## Holidays

All students are given time off for the following holidays: New Year's Day, Martin Luther King Day (observed odd years), Presidents' Day (observed even years), Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas. If a normal clinical placement falls on one of the holidays, the student is not required to be at the placement but must make up the hours missed if he or she chooses not to be there that day. The student also must inform the placement supervisor prior to the holiday.

## Incident Reports

When involved in any unusual events, activities, or injuries regarding themselves, patients, staff, or Hazelden Betty Ford Foundation property, students must complete an incident report. The Registrar of Administrative Services assists students in accessing and completing incident reports and provides related data to the Dean who reports findings to the Faculty and Student Affairs Committee.

## Technology Requirements

In order to provide and support a consistent educational experience for our students, the Graduate School has established a baseline set of technology skills and system requirements for students. These requirements are reviewed and updated regularly by the Information and Technology Committee and the Faculty and Student Affairs Committee. Updated versions of these requirements are available online at **Hazeldenbettyford.edu**.

## Information Technology Business Use

Students are not permitted to use Hazelden Betty Ford Foundation's information technology (IT) for business or commercial purposes unrelated to the Foundation. Personal correspondence should be completed on a student's own time, and the Hazelden Betty Ford Foundation may not be used as a personal mailing address. Students are not permitted to install personally owned software, including screensavers or game software, on Hazelden Betty Ford Foundation computers.

Prohibited IT use includes, but is not limited to:

- Sending jokes, chain letters, and other such communications

## Student Information – General

- Accessing or attempting to access email or voice mail systems of other users without specific permission of those individuals
- Copying Hazelden Betty Ford-owned or licensed software programs to another computer without prior approval
- Using email and the Internet to solicit others for commercial ventures or religious or political causes; contacting outside organizations and/or other non-job-related solicitations except through the use of electronic bulletin boards and in conformance with Hazelden Betty Ford's solicitation policy
- Using IT in a manner that is wasteful of any technology resource or intentionally distributing a computer virus or other deceptive procedure
- Accessing, downloading, or transmitting pornographic, obscene, or sexually explicit or offensive materials
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing

Students are expected to immediately report any suspected violations to their field supervisor or faculty advisor.

Prohibited use of IT is subject to disciplinary sanctions as described in Section 5.

## Wireless Internet Access

The Graduate School recognizes the role Internet connectivity plays in modern scholastic endeavors while at the same time recognizing the need for Hazelden Betty Ford Foundation to effectively secure and manage its network. To this end, this policy outlines expectations and guidelines for student wireless Internet access and usage.

The objectives are twofold:

- To provide students of the Hazelden Betty Ford Graduate School of Addiction Studies adequate connectivity for research and other course-related Internet activity
- To protect the privacy of Hazelden Betty Ford Foundation's electronic patient information and other corporate information assets

This policy governs all student connectivity, access, and usage of the Graduate School's wireless network

regardless of the device being used (e.g., personal laptop, smart phone, tablet, or other handheld device).

The Graduate School provides connectivity via Hazelden Betty Ford Foundation-owned devices such as those found in the computer labs in the Cork building. The Graduate School provides wireless connectivity for student-owned devices through the "HGSAS" wireless network (only Hazelden Betty Ford devices may be connected directly to the local area network using LAN cables). Students are permitted to access the "HGSAS" wireless network using student-owned devices provided the following conditions are met:

Students are prohibited from connecting student-owned devices to any wired Internet port or connection on a Hazelden Betty Ford Foundation campus.

- **Proper Network Selection** – Students may connect to the HGSAS wireless network.
- **Proper Network Activity** – Students may use the wireless network for educational purposes. Inappropriate content will be blocked.
- **Proper Network Behavior** – Students must adhere to the Copyright & Intellectual Property policy and the Rules of Conduct sections of the College Catalog and Student Handbook while on the network. Student wireless access is limited to the HGSAS wireless network. Students are prohibited from connecting student owned devices to any other wireless network at Hazelden Betty Ford Foundation besides the HGSAS wireless network.

Be aware that several categories of devices use the same radio frequencies as wireless networking; other devices such as cordless phones, microwave ovens, and personal network devices using the Bluetooth technology may interfere with wireless communications. These interferences can be intermittent and very difficult to diagnose. Hazelden Betty Ford Foundation IT will make every effort to resolve frequency conflicts between wireless access points; however, IT will not be responsible for resolving problems resulting from non-network wireless devices, or non-Hazelden Betty Ford Foundation-owned devices.

Unauthorized use of the Graduate School's wireless network or any part of Hazelden Betty Ford Foundation's corporate network, whether intentional or unintentional, is subject to disciplinary sanctions including dismissal from the Graduate School.

## Information Technology Guidelines

Hazelden Betty Ford Foundation's information technology (IT) includes, but is not limited to, computer hardware and software, facsimiles, printers, email, voice mail, access to and use of Internet services, and all other associated computers, communications, network facilities, pagers, telephones, copiers, equipment, and related services.

Students do not have a personal privacy right in any matter created, received, or sent via Hazelden Betty Ford Foundation's IT. Any IT is subject to monitoring at any time, with or without notice, to verify that the Foundation's property is being used in a manner consistent with this policy. A student's use of email, voice mail, and other IT is considered consent to monitoring.

## Social Media Policy

The Graduate School social media policy specifies guidelines for students related to school-authorized and personal use of social media. This policy is designed to protect the Graduate School and the Hazelden Betty Ford Foundation from unauthorized disclosure of information.

Forms of social media include, but are not limited to, video or wiki postings, chat rooms, blogging, personal blogs or micro blogs, or other similar forms of online journals, diaries, or personal newsletters not affiliated with Hazelden Betty Ford Foundation. Examples of social media also include, but are not limited to, MySpace, Facebook, Twitter, YouTube, Flickr, and blogging platforms such as Blogger and Wordpress.

Students are expected to protect the privacy of the Graduate School, its students, faculty, staff, Hazelden Betty Ford Foundation employees, patients, clients, donors, and all of Hazelden Betty Ford Foundation's internal and external constituents. Students are prohibited from disclosing proprietary and nonpublic information to which they have access as a result of their enrollment in the Graduate School and their participation in clinical placements. Such information includes, but is not limited to, patient and customer information, trade secrets, financial information, and strategic business plans.

Unless specifically instructed, students are not authorized to speak on behalf of the Graduate School and the Hazelden Betty Ford Foundation. Students may not publicly discuss patients, products, employees, or any work-related matters when confidential or proprietary outside the Foundation or Graduate School-authorized communications.

When attending and participating in the Graduate School or Hazelden Betty Ford Foundation events and activities,

students must follow the Foundation's Photography/Film Policy found on PolicyManager in Fusion.

### Guidelines

#### ***Authorized Use of Social Media***

The goal of authorized use of social media, such as blogging, is to become a part of industry conversation and promote web-based sharing of ideas and exchange of information regarding the Graduate School or the Hazelden Betty Ford Foundation. When granted authority from the Graduate School administration or its designated employees, students may utilize social media to convey information about school and Hazelden Betty Ford Foundation products and services, to promote and raise awareness of the Graduate School and Hazelden Betty Ford Foundation's brand, to pursue academic collaboration within the guidelines of the school's policies and procedures, to communicate with fellow students and Hazelden Betty Ford Foundation employees for academic purposes, and to discuss school-specific activities and events.

When using social media, students must seek the approval of the Graduate School administration and designated employees. In those cases, students must ensure that use of these communications maintains the school's identity, integrity, and reputation, while minimizing actual or potential legal risks, whether used inside or outside the workplace.

1. Only authorized Graduate School employees can prepare and modify content for social media postings located on any social media site or any link within **hazeldenbettyford.org** or **hazeldenbettyford.edu**.
2. Content must be relevant, add value, and meet at least one of the specified goals or purposes listed in Authorized Use of Social Media. If uncertain with any information, material, or conversation, the student should discuss the content with Graduate School administration or designated employees.
3. All students must identify themselves as students of the Hazelden Betty Ford Graduate School of Addiction Studies when posting comments or responses on the school's social media sites or blogs.
4. Any copyrighted information, where written reprint information has not been obtained in advance, cannot be posted on the Graduate School blog or social media sites.
5. The Graduate School and its students are responsible for ensuring all posted information complies with Hazelden Betty Ford Foundation's guidelines for social media use and those set forth in



## Student Information – General

this policy. Graduate School administration and its designated employees are authorized to remove any content that does not meet the rules and guidelines of the social media policy or may be illegal or offensive. Removal of such information will be done without permission of the author or advance warning.

6. The Graduate School expects all guest bloggers or posters to abide by all rules and guidelines of the school's social media policy and reserves the right to remove, without advance notice or permission, all guest content considered inaccurate or offensive. The Graduate School also reserves the right to take legal action against guests who engage in prohibited or unlawful conduct.
7. Blogging software, whether installed as a separate application or as an add-on to a web browser, is subject to the same policies and guidelines as other software and must be approved by the Graduate School administration, its designated employees, and Hazelden Betty Ford Foundation IT management. Authorization for blogging does not guarantee IT approval of any blogging software or other software tools.
8. Blogging websites, or sites where blog content may appear, may be blocked by Internet filtering used by the Graduate School administration, its designated employees, and Hazelden Betty Ford Foundation. Requests to unblock such sites will be considered on a case-by-case basis and may remain blocked after assessment by the Graduate School administration, its designated employees, and Hazelden Betty Ford IT staff.
9. As Hazelden Betty Ford Foundation engages in conversations online, the following code of ethics applies to the Foundation and the Graduate School sponsored sites and in comments on other sites.
  - Graduate School posts and comments will be accurate and factual.
  - The Graduate School will acknowledge and correct mistakes promptly.
  - When corrections are made, the Graduate School will preserve the original post, showing by strike through what corrections have been made, to maintain integrity.
  - The Graduate School will link directly to online references and original source materials.
  - Graduate School staff will disclose conflicts of interest and will not attempt to conceal their

identity or that they work for Graduate School and Hazelden Betty Ford Foundation.

### ***Personal Social Media Use***

The Graduate School respects the right of students to use social media and does not want to discourage students from self-publishing and self-expression. Students are expected to follow these guidelines and policies, the purpose of which is to provide a clear line between the student as an individual and the student as a representative of the Graduate School.

Hazelden Betty Ford Foundation respects the right of students to use social media as a medium of self-expression and public conversation and does not discriminate against students who use these mediums for personal interests and affiliations or other lawful purposes. Students are personally responsible for their commentary. Students can be held personally liable for commentary that is considered defamatory, obscene, proprietary, or libelous by any offended party, including commentary that is incompatible with the mission of the Graduate School and Hazelden Betty Ford Foundation.

1. Graduate School students cannot use Hazelden Betty Ford Foundation-owned equipment, including computers, networks, company-licensed software, or other electronic equipment, nor facilities or company time, to conduct personal social media use.
2. Students cannot use blogs or other forms of social media to harass, threaten, discriminate against, or disparage fellow students, Graduate School administration or its employees, or anyone associated with or doing business with Hazelden Betty Ford Foundation.
3. Students can be held responsible if their comments are considered defamatory, obscene, insulting, or proprietary by any offended party, not just the Graduate School and Hazelden Betty Ford Foundation.
4. Students should write in the first person. When a connection to the Graduate School and Hazelden Betty Ford Foundation is apparent, the student must state that he or she is speaking for himself or herself and not on behalf of the Graduate School and Hazelden Betty Ford Foundation. In those circumstances, students using social media should include this disclaimer: "The views expressed on this [blog, website, account] are my own and do not reflect the views of the Graduate School and Hazelden Betty Ford Foundation."



## Student Information – General

5. Students cannot post the name, trademark, or logo of the company or any business with a connection to the Graduate School and Hazelden Betty Ford Foundation. Students cannot post Hazelden Betty Ford Foundation and Graduate School-privileged information, including copyrighted information or Foundation-issued documents.
6. The Graduate School recognizes that students engage in activities outside of the Graduate School with other students and Hazelden Betty Ford Foundation employees. If photographs are taken, students should seek the consent of those photographed before posting to any social media website or Internet website.
7. Students cannot post any advertisements of the Graduate School and Hazelden Betty Ford Foundation products nor sell Graduate School and Hazelden Betty Ford Foundation products and services.
8. Students should use a personal email address (not hazeldenbettyford.org or Hazeldenbettyford.edu addresses) as primary means of identification when posting.
9. If contacted by the media or press about posts that relate to the Graduate School or Hazelden Betty Ford Foundation business, students are required to speak with Graduate School administration or its designated employees before responding.
10. Downloading software used for personal blogging purposes is prohibited on Graduate School- or Hazelden Betty Ford Foundation-owned equipment.
11. If students identify themselves as a student at the Graduate School and/or have connected themselves with others affiliated with Hazelden Betty Ford Foundation (including fellow students, Graduate School and Foundation employees, managers and patients), students are responsible for making sure that content is professional and appropriate.
12. The same basic policies that apply to confidentiality, harassment, ethics, etc., and the school's Rules of Conduct apply to the use of social media.
13. If a student has any questions about this policy or personal blogs or posts, the student should consult with Graduate School administration, its designated employees, and Hazelden Betty Ford Foundation IT staff.
14. Students are encouraged to be respectful and professional to fellow students, Hazelden Betty Ford

Foundation employees, Graduate School administration and employees, Foundation and Graduate School business partners, competitors, and patients. Students should avoid using unprofessional online personas.

### ***Student Monitoring***

The Hazelden Betty Ford Graduate School of Addiction Studies and Hazelden Betty Ford Foundation reserve the right to monitor comments or discussions about the Graduate School and the Foundation, and its employees, products, patients, and competitors posted by anyone on the Internet.

### ***Reporting Violations***

The Graduate School requests and strongly urges students to report any violations or possible or perceived violations to Graduate School administration, its designated employees, or Human Resources. Violations may include inappropriate and disrespectful discussions of the Graduate School, Hazelden Betty Ford Foundation, its employees and patients, and fellow students. Violations may also encompass unauthorized discussion of proprietary information and any unlawful activity related to blogging or posting.

### ***Discipline for Violations***

The Graduate School and Hazelden Betty Ford Foundation investigate and respond to all reports of violations of the social media guidelines and other related policies. Violation of the Graduate School and Hazelden Betty Ford Foundation policy will result in disciplinary action including possible dismissal from the Graduate School.

## **Lockers**

Lockers are available for student use and the Graduate School will assign lockers, as available, to students upon request. Students are required to secure their own lock. Hazelden Betty Ford Graduate School of Addiction Studies and its affiliates are not responsible for the personal items stored in the locker.

Lockers are the property of the Hazelden Betty Ford Foundation and students are specifically advised that they do not have a personal privacy right to a specific locker; lockers will be subject to opening if a school/business issue arises.

## Overdue Library Items Policy

Students borrowing items from the Hazelden Betty Ford Foundation Library are responsible for returning these items in good condition and by the due date. If items become overdue, the librarian will send each student a reminder. If items remain overdue, subsequent reminders may be copied to the student's advisor. If items are lost or not returned following reminders, the librarian will ask the borrower to purchase a new copy for the library or bill the borrower for the replacement amount. Prior to leaving the school, students must return all borrowed items to the library.

## Proctored Examination Policy

Students enrolled in online courses must find a proctor to supervise course exams whenever examinations are required by the online course or needed for Comprehensive Exams. Students must provide a proctor with a valid form of identification with a photograph (e.g., driver's license, passport, or other government issued identification).

The Graduate School works with SmarterProctoring to provide students with either in-person or virtual proctoring services by approved proctors. Student living in a less populated area may have limited access to in-person proctors. More information about SmarterProctoring is available online.

The student must follow policies and procedures regarding the scholastic honor code. Evidence of dishonesty is subject to disciplinary penalties as described in Section 5, including the possibility of failure in the course and dismissal from the Graduate School.

The student will follow these procedures:

- The student will select a proctor in advance of examinations as stipulated by the exam instructions.
- The student will provide the proctor with a valid form of identification with a photograph (e.g., driver's license, passport, or other government issued identification).
- The student will work with the proctor to establish an appointment for the exam(s).
- Exams should be submitted electronically in the presence of the proctor. The proctor will provide verification through SmarterProctoring that the exam was taken in compliance with stated rules of the exam.

- The student will arrange for fee payment for the proctoring services, if any. Fees for proctored exams are the student's responsibility.
- If there are any questions regarding permitted exam aids, students or proctors should seek verification from the course instructor.
- Any questions or clarifications about the proctored exam should be directed to the course instructor or school registrar (if the instructor cannot be immediately contacted).

## Verification of Student Identity Policy

In compliance with the Higher Education Opportunity Act, the Graduate School has processes in place through which the school establishes the identity of the student who registers in an online course is the same student who participates in, and completes the course or program and receives the academic credit. A variety of approaches are used which may include, in any combination:

- Mandatory and secure login and pass codes
- Encrypted data transmission of login information
- Student business with the Graduate School must be conducted using the School issued email account (name@hazeldenbettyford.edu or name@hazeldenbettyford.org for students who are also employees of the HBF Foundation). Student email inquiries about confidential information such as registration, financial aid, grades or course advising must be addressed using the Hazeldenbettyford.edu e-mail account, except when factors outside the student's control prohibit it. Students are not to share their email password with anyone else in order to ensure privacy.
- Proctored examinations
- A log of questions and answers that may be used for authentication purposes at the school's discretion. Newly admitted students must supply answers to a list of authentication questions prior the start of the online course(s). At the discretion of a school official, students may be required to answer these questions to verify their identity.
- Copies of photo IDs maintained in student files
- Personally identifiable information (e.g. date of birth, social security number) collected by the Graduate

## Student Information – General

School may be used, at the school's discretion, as a method of verifying student identity

- New or emerging technologies or practices that are effective in verifying student identity

## Student Assistance Program — Counseling Services

The Student Assistance Program is a confidential and voluntary program that allows students to seek assistance with problems that affect their personal lives or work-related issues. Up to three assessment sessions per year are available at no cost to the student. If more counseling is needed, referrals are made to community resources. Students are financially responsible for further treatment, personally or through medical insurance coverage.

## Tobacco-Free Environment

Students, employees, patients, and visitors have the right to conduct their affairs in a clean and healthful environment. This means the adverse effects of passive smoke do not interfere with the provision of services to adult patients or with the work environment of employees, students, and volunteers. To this end, Hazelden Betty Ford Foundation has implemented a tobacco-free campus. Students are prohibited from smoking or using other tobacco products on any Hazelden Betty Ford Foundation campus or grounds, in any Foundation-owned or Foundation-leased building, or in any Foundation vehicle. Adult residential treatment programs where effective service to patients would be jeopardized may have designated patient smoking areas. These areas are not available for tobacco use by Hazelden Betty Ford Foundation employees or Graduate School students.

## Violence Policy

Students have a responsibility to maintain the safety and security of their environment. Threats, threatening behavior, or acts of violence against employees, students, visitors, guests, or other individuals by anyone on school property will not be tolerated. Any person who verbally or physically threatens another, exhibits threatening behavior, or engages in violent acts on school property may be removed from the property, at the Graduate School's discretion, and will remain off company property pending the outcome of an investigation. If the school determines that violations of this policy may have occurred, Hazelden Betty Ford Foundation may take appropriate disciplinary action that may include, but is not limited to, reassignment of job

duties, suspension or termination of student status, or legal action as appropriate.

Carrying or possessing handguns or other weapons in the workplace, while on Foundation business, in Foundation-owned vehicles, or while on a Foundation-sponsored activity, whether or not business-related, will not be tolerated.

Violations of this policy are subject to disciplinary action as described in Section 5.

## Appeals, Complaints, and Dispute Resolution

All Students have the right to have their complaints and appeals heard in an objective manner, without predisposed thought or discrimination. Students have the right to be treated with respect and dignity throughout the complaints or appeals process. In kind, students bringing a complaint to the appeals level will treat the appeals process and Graduate School faculty and staff members with the same dignity and respect that they are afforded.

All students have the right to have the complaints or appeals process held in confidence from other students or faculty not determined to have a need to know. The following procedure applies when making a complaint:

- The Graduate School strongly recommends that a student first consult with the faculty member, clinical supervisor, or other staff member with whom the student has a complaint. No written record will be kept if a satisfactory resolution can be met at this step in the process.
- If the complaint cannot be resolved between the student and faculty member, clinical supervisor, or staff member, the student should consult with his or her academic advisor. If, at this point, the complaint cannot be resolved through mutual agreement, the Dean will be involved.
- In the event that the Dean and student cannot resolve the complaint, the student shall submit a signed written complaint to the Provost. All decisions made by the Provost will be final. A record of the appeal is kept on file.
- Students who are residents in the state of Wisconsin may contact the Wisconsin Educational Approval Board in the event that the complaint is not resolved satisfactorily.

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Wisconsin Educational Approval Board  
 431 Charmany Drive, Suite 102  
 Madison, WI 53719  
 Phone: 608-266-1996  
 Email: [eabmail@eab.wisconsin.gov](mailto:eabmail@eab.wisconsin.gov)  
 Website: <http://eab.state.wi.us>

All complaints will be resolved as expeditiously as possible. The Graduate School will not accept, in any form, retaliation of a student for a complaint brought forth in good faith.

See the specific sections in this handbook for procedures related to:

- Harassment complaints
- Complaint against a student for violating the Rules of Conduct
- Grievance against a disciplinary action (see the Rules of Conduct section)
- Grade appeals
- Appeal for academic reinstatement
- Amending the educational records
- Appealing an accommodation decision

## Campus Security Policy

The Hazelden Betty Ford Graduate School of Addiction Studies, in conjunction with the Hazelden Betty Ford Foundation, is committed to providing an environment that provides security for person and property without unduly burdensome policies and practices. With the cooperation of students, faculty, staff, and visitors, it is possible to provide a level of security that is reasonable and effective.

Under the Campus Security Act of 1990, also known as the Jeanne Clery Act, and the Crime Statistics Act, which was effective October 1, 1998, Hazelden Betty Ford Foundation is responsible for reporting crime statistics and providing safety information to the campus community.

The annual security report for the Hazelden Betty Ford Graduate School includes statistics for the previous three years and includes crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the Hazelden Betty Ford Foundation, and on public property within or immediately adjacent to and accessible from the campus.

In accordance with mandated reporting requirements, information concerning the monitoring and recording of any criminal activity in which students engaged at off-campus locations and/or within student organizations that are officially recognized by the Graduate School, are gathered from local police agencies. These agencies include any city, county, state, or federal agencies that may have relevant information. The statistics are to be published annually and provided within all incoming student packets. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

It is the policy of the Hazelden Betty Ford Graduate School to immediately notify the campus community of any reported crime(s), emergencies, or dangerous situations that are determined to pose an imminent threat to the health or safety of the campus community. Means of notification may include campus-wide email and/or postings. Reports of a lesser nature (e.g., personal property thefts) may be posted as notices within the campus facility.

The following procedures set forth guidelines for facility security, crime(s), and crime alerts:

Facility security and management:

- Hazelden Betty Ford Graduate School, in cooperation with the Hazelden Betty Ford Foundation, provides protection of buildings, property, and parking lots. Hazelden Betty Ford Foundation investigates crimes, alarms, suspicious incidents and persons and provides responses to medical and fire incidents on premises.
- Campus facilities and buildings are generally open to the campus community; guests visiting the campus are required to sign in at designated areas and wear a nametag. Students and employees on the Center City campus are required to wear official name tags.
- All prospective patients are screened pre-admission for risk to self or others. Those with current risk factors for violent acting out, inappropriate to a non-hospital setting, are referred to a more intensive level of care. Assessment and reassessment of patients is routinely addressed through the on-campus mental health center to safeguard patient, staff, and student safety.
- Campus shrubbery, trees, and other vegetation are routinely trimmed and artificial lighting maintained with safety issues in mind. The campus community is encouraged to report unsafe conditions, safety concerns, exterior lighting issues, or telephone



## Student Information – General

malfunctions to Environment of Care personnel at extension x4192 or x4859.

- Prevention services include education for students during new student orientation three times each year, which includes information concerning personal safety, weather hazards, fire prevention, crime, and reporting processes for criminal acts. Faculty are required to successfully complete training each year that addresses personal safety and emergency procedures involving risk to self or others, fire hazard, and protective procedures.

Annual disclosure of campus crime statistics:

- Annual disclosure of campus crime statistics is managed through the Foundation's Human Resource department.
  - A centrally managed phone number, ext. 3600, is a voluntary, confidential reporting system available to report criminal acts, all emergencies, or suspected risk factors. Reports are screened through the Medical Unit and referred to the appropriate resource for immediate intervention and/or referral to the appropriate resource. The phone reports are recorded as part of the Annual Crime Statistics Report through Hazelden Betty Ford Foundation's Human Resources.
  - The following individuals are informed for the purpose of making timely warnings and the annual statistical disclosure:
    - The Foundation President and CEO
    - The Graduate School Provost
    - The Dean
  - The annual disclosure includes a statement disclosing the voluntary, confidential reporting system for annual crime statistics.
  - Publically-available crime statistics exclude identifying information about the victim to the extent permissible by law.
- Sexual assault, domestic violence, dating violence, and stalking:
- The Graduate School prohibits offenses of sexual assault, domestic violence, dating violence, and stalking.
  - Safety and sexual assault prevention are topics addressed during the new student orientation program that takes place three times each year.

Crime prevention pamphlets are available in the Admissions Office of the Graduate School. The intranet is an additional resource used by the Graduate School for the dissemination of crime bulletins, department presentations, crime prevention tips, and newsworthy information.

Reporting sexual assaults domestic violence, dating violence and/or stalking:

- Every effort is made to ensure that our campus environment promotes and assists in prompt reporting of sexual assaults, domestic violence, dating violence, or stalking and provides compassionate support services for survivors. Prompt reporting of sexual assaults, domestic violence, dating violence, and/or stalking is encouraged either by the victim or a third party who can assist him or her. Sexual assault includes, but is not necessarily limited to, acts or attempted acts of rape, forced sodomy, forced oral copulation, rape by foreign object, sexual battery, and acquaintance/date rape.
- Victims are encouraged to preserve evidence necessary to the proof of criminal domestic violence, dating violence, sexual assault, or stalking.
- Sexual assaults, domestic violence, dating violence, and stalking may be reported to any of the following agencies, which provide a variety of support options and resources:
  - In the event of an emergency: 911
  - Human Resources x4900
  - Hazelden Betty Ford's Center City security number x3600
  - Academic Advisor or Dean
  - Chisago County Sheriff Office  
313 N Main St., Ste. 100  
Center City, MN 55012
    - o First, call Dispatch at (651) 257-4100
    - o Second, call Chisago County Sheriff at (651) 213-6301
  - Fairview Lakes Regional Medical Center  
Emergency Room  
5200 Fairview Blvd.  
Wyoming, MN 55092
  - School referral to expedite clinic appointment at (651) 982-7300



## Student Information – General

- Legal options:

Any person who has been sexually assaulted has several legal options:

- Criminal prosecution against the assailant
- Civil prosecution against the assailant
- The Graduate School's disciplinary procedure if the assailant is an employee or student

- Victims are provided with assistance in changing academic situations if requested of the Dean and if options are reasonably available, regardless of whether the victim reports the crime to the local law enforcement. Assistance may include, among other options, moving a student into a different section of a course.

Criminal report:

- To report an EMERGENCY, DIAL 911 immediately (for a crime in progress, bomb threat, medical emergency, suspicious persons or unusual behavior, etc.) or the campus security number at extension x3600.
- To report a crime that is not an emergency, contact the campus security number at extension x3600 or call the Chisago County Sheriff's Office at (651) 257-4100 (Dispatch) or (651) 213-6301.
- The Graduate School encourages prompt reporting of all crimes to the appropriate law enforcement agencies and to the campus security at extension x3600.
- If you believe you are a victim of a crime, you have the right to report that crime to criminal authorities. For the majority of crimes, you should report the crime by calling 911 or by contacting a police agency where the crime occurred. For other crimes, you may report the crime to federal authorities or the Federal Bureau of Investigations. When you report a crime, they may have a police or investigative officer take your statement and collect information relevant to their investigation. The criminal authorities have the ability to arrest individuals and, when appropriate, forward the case to prosecutors for criminal prosecution. If you are a victim of a sexual assault and are concerned about protecting the confidentiality of any information, please make the officer aware of that and they will do their best to maintain confidences. Prosecutors, not police, make the final decision on whether or not to prosecute a case criminally.

- Short-term counseling and mental health services are available through the Graduate School's Student Assistance Program. Mental health professionals see students for emotional support and professional counseling as well as assessment and referral to longer term care as required.

Civil prosecution:

- Victims can consult a private attorney about initiating a suit in civil court for damages against the assailant. The purpose of a civil suit is to compensate the victim in money damages for the wrong done to them. A civil action can be brought against the assailant regardless of the decision to criminally prosecute.

Graduate School disciplinary procedure:

- If the crime occurred on campus, at a school event or on Foundation-owned property, and the assailant is a student, employee, or faculty member, besides criminal and civil action, campus administrative action may be initiated through the Faculty and Student Affairs Committee. The Hazelden Betty Ford Graduate School may sanction a student found to have committed sexual assault with probation, counseling, suspension, or expulsion.
- The Hazelden Betty Ford Graduate School is committed to providing proceedings that are supportive, sensitive, expedient, and respectful to each individual's rights. Prompt, fair, and impartial investigations will be completed. Should a disciplinary proceeding occur, both the accuser and the accused are entitled to the same opportunities to have others present, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. Both the accuser and the accused shall be simultaneously informed, in writing, of the outcome of any institutional disciplinary proceeding that arises from an allegation, the procedures for the accused and the accuser to appeal the results, any change to the results that occurs prior to the time such results become final, and when such results become final. The School uses the "preponderance of evidence standard" when adjudicating accusations of sexual misconduct.
- The Hazelden Betty Ford Graduate School may sanction an employee or faculty member found to have committed sexual assault with probation, counseling, and other disciplinary action up to and including termination.
- If the assailant is a faculty or staff member, report suspected employee misconduct to the Graduate School Human Resources consultant at extension

x4900. As discussed above, the individual may be subject to disciplinary action.

#### Crime and emergency alert notices:

- The Hazelden Betty Ford Graduate School is committed to maintaining a safe campus and believes that a well-informed community is an integral component in achieving this goal. It is the policy of the Foundation to immediately issue alerts for the campus community when a crime of a serious nature, significant emergency, or dangerous situation that is considered to represent a threat to students or employees occurs. Alerts shall include, but are not limited to, those crimes that are listed in the Clery Act.
- The following individuals are informed of crime(s), significant emergencies, and dangerous situations for the purpose of making timely warnings:
  - The Foundation President and CEO
  - The Graduate School Provost
  - The Dean
- Upon notice, this group of individuals will, without delay, and taking into account the safety of the community, determine the content of the crime and emergency notification and initiate a notification, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.
- Notices are made to the entire campus community that is comprised of students, faculty, and school staff.
- Crime alerts shall be made electronically via email to the campus community.
- Severe weather, fire, or other facility-based emergency alerts are made via the Hazelden Betty Ford Foundation's automated auditory and visual alarm system. In the event of a sustained emergency situation, email alerts will be issued to the entire campus community.

#### National Registry of Sex Offenders:

Information about registered sex offenders may be obtained at the National Sex Offender Public Website (NSOPW) at [www.nsopw.gov](http://www.nsopw.gov). The NSOPW is a public safety resource that provides the public with access to sex offender data nationwide.

## Safety and Emergency Procedures

It is the intention of the Graduate School to maintain a safe environment for all students. It is the expectation that all students will ensure their safety by being familiar with the following procedures as well as those described under Campus Security Policy above.

To report an emergency, dial 911 immediately (crime in progress, bomb threat, medical emergency, suspicious persons or unusual behavior, etc.) or the Foundation's Center City security number at extension x3600.

To report a crime that is not an emergency, contact Hazelden's security number at x3600 or the Chisago County Sheriff's Office at (651) 257-4100 (Dispatch) or (651) 213-6301.

In the event that the Foundation's emergency alarm system is activated, students should follow directions or other alerts to evacuate the building or seek shelter. Always follow procedures as directed and remember that personal safety is paramount and takes precedent.

The following procedures set forth student guidelines when safety/emergency plans are imminent:

- In the event of a fire or related emergency, students will follow the evacuation plan as directed by the emergency signs and auditory alarms. Emergency signs are posted in common areas within the school. Exits and fire extinguishers are located on each floor. Students are expected to become familiar with these locations. Students are also expected to report any fire immediately to extension x3600.
- In the event of a bomb threat, students are expected to follow the same evacuation plan as above.
- In the event of a tornado or other severe weather, students are expected to seek shelter as directed by any official announcement.

## Closure and Delay Procedures

While the school will make every effort to remain open for scheduled classes, there may be instances where conditions make it impossible to do so. These may include, but are not limited to: severe weather, declared state of emergency, utility disruptions, natural disasters, and contagious diseases. In all cases, student safety will be the primary consideration.

The following procedure will set forth student guidelines when circumstances impact the school's ability to remain open for classes:

## Student Information – General

- The Dean will issue an email notifying students of the closing. The school will report any closures or opening delays to local news stations. Students should follow the information provided by the local news stations.
  - Channel 4 (CBS) [wcco.com](http://wcco.com)
  - Channel 5 (ABC) [kstp.com](http://kstp.com)
  - Channel 11 (NBC) [kare11.com](http://kare11.com)
  - WCCO Radio (830 AM)
- Canceled classes will be rescheduled for a later date. School closures will apply to all on-campus classes, activities, and services. Online students may also experience interruptions in classes, activities, and services due to school closures and will be notified accordingly.
  - Should classes be in session and a student does not attend class, class attendance policy will be followed.
  - Interns who miss hours due to facility closure will be required to fulfill all required hours of the practicum or internship. Hours will be made up at a later date.
  - Should classes be canceled an extended period of time due to a catastrophic reason, the school will make every effort to resume classes within a reasonable amount of time.

# Academic Programs and Course Descriptions

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## Academic Programs and Course Descriptions

## Master of Arts in Addiction Counseling: Advanced Practice

The following graduate courses are based on semester hour credits. Counseling Foundations Courses, (CF)-500-508 and (CF)-809-812, are in-depth survey courses that provide the basis for effective advanced counseling practice, including differential diagnosis, evidence-based treatment, treatment planning, and treatment evaluation methods for provision of services for patients with co-occurring addictions and mental health disorders. Counseling Process Courses, (CPC)-600–604, integrate classroom learning with corresponding practicum course. Counseling Process Courses (CPC) are limited to students with a faculty-approved educational plan based on intent to complete all program requirements. Synthesis Courses, (CPC)-701–702 and (CF)-813, integrate learning from diverse sources to advance effective case management, treatment planning, therapeutic engagement, and professional conduct and ethical behavior across the spectrum of clinical services. Internship (CPC)-801, advances clearly defined outcome competencies as a culmination of applied learning.

### Required Courses

- CF-500 Counseling Foundations: Introduction to Theory and Practice – 1 credit
- CF-501 Counseling Foundations: Biological Perspectives – 2 credits
- CF-502 Counseling Foundations: Assessment and Intervention for Co-Occurring Mental Health Conditions – 3 credits
- CF-503 Counseling Foundations: Research & Clinical Practice (online course) – 3 credits
- CF-505 Counseling Foundations: Lifespan Development (online course) – 3 credits
- CF-506 Counseling Foundations: Families and Systems – 3 credits
- CF-508 Counseling Foundations: Lifestyle and Vocational Development (online course) – 3 credits
- CF-809 Counseling Foundations: Differential Diagnosis (online course as well as on-campus Fall semesters) – 3 credits
- CF-810 Counseling Foundations: Evidence-Based Practice for Co-Occurring Disorders (online course as well as on-campus Winter semesters) – 3 credits

- CF-811 Counseling Foundations: Treatment and Recovery Planning for Co-Occurring Disorders (online course as well as on-campus Winter semesters) – 3 credits
- CF-812 Counseling Foundations: Evaluation Methodologies for the Clinician and Treatment Administrator (online course as well as on-campus Fall semesters) – 4 credits
- CPC-600 Counseling Strategies: Diagnostic Procedures – 3 credits
- CPC-600P Practicum – 2 credits
- CPC-601 Counseling Strategies: Individual Approaches – 3 credits
- CPC-601P Practicum – 2 credits
- CPC-602 Counseling Strategies: Group Theory & Process – 3 credits
- CPC-602P Practicum – 2 credits
- CPC-604 Counseling Strategies: Multicultural Approaches – 2 credits
- CPC-604P Practicum – 2 credits
- CPC-701 Synthesis: Ethics – 3 credits
- CPC-702 Synthesis: Case Management – 2 credits
- CPC-801 Internship (400-hour internship) – 4 credits
- CPC-813 Synthesis: Advanced Professional Practice – 1 credit

### Elective Courses

Elective courses are not a requirement for this Master of Arts degree.

- CF-605 Independent Study 1-3 credits
- CPC-802 Internship II (1 credit = 100 hours, 2 credits = 200 hours, 3 credits = 300 hours)
- IR-509 Behavioral Addictions (online course) – 3 credits
- IR-510 Clinical Supervision – 3 credits
- IR-511 Human Sexuality – 3 credits
- IR-512 Prevention – 3 credits
- IR-513 Advanced Motivational Interviewing – 3 credits



## Academic Programs and Course Descriptions

- IR-514 Advanced Cognitive–Behavioral Therapy – 3 credits
- IR-515 Advanced Twelve Step Facilitation – 3 credits
- IR-516 Co-Occurring Disorders in Older Adults – 3 credits
- IR-517 Eating Disorders – 3 credits
- IR-518 Co-Occurring Disorders in Older Adults – 3 credits
- IR-519 Grief, Loss, and Death – 3 credits
- IR-520 Behavioral Healthcare Administration – 3 credits

internship and the Master's Applied Project must be completed within seven years.

6. Good academic standing with a minimum cumulative GPA of 3.0 or higher, in addition to absence of outstanding sanctions associated with the rules of conduct and requirements for academic honesty.
7. All financial obligations to the Graduate School must be met.
8. All components of the Portfolio must be completed and loaded into the electronic portfolio as required. Additional information regarding the Portfolio can be found in the shared files on Populi.

### Requirements for Program Completion

To graduate with the Master of Arts in Addiction Counseling: Advanced Practice, students must meet these requirements:

1. Thirty-one semester credits in counseling Foundation courses.
2. Twenty-nine semester credits in counseling process courses, including 480 hours of practicum and 400 hours of internship.
3. For students beginning the program before September 5, 2016, complete a comprehensive written examination, with a minimum score of 3.0 for each of the rubric ratings. For students beginning the program after September 5, 2016, complete a Master's Applied Project, with a minimum score of 19.0 on the rubric rating.
4. From the time of enrollment, full-time graduate students will complete all courses within a seven-year period. For students beginning the program before September 5, 2016, internship and the comprehensive examination must be completed within seven years. For students beginning the program after September 5, 2016, internship and the Master's Applied Project must be completed within seven years.
5. From the time of enrollment, part-time students (regardless of credit load), will complete all coursework within seven years. For students beginning the program before September 5, 2016, internship and the comprehensive examination must be completed within seven years. For students beginning the program after September 5, 2016,

### Sample Course Sequence

Master of Arts in Addiction Counseling: Advanced Practice	
Semester I	
Course #	Credits
CF-500	1
CPC-600	3
CPC-600P	2
CPC-601	3
CPC-601P	2
CPC-701	3
<b>Total</b>	<b>14</b>
Semester II	
CF-501	2
CPC-602	3
CPC-602P	2
CPC-604	2
CPC-604P	2
CPC-702	2
<b>Total</b>	<b>13</b>
Semester III	
CF-502	3
CF-503	3
CF-506	3
CPC-801	4
<b>Total</b>	<b>13</b>
Semester IV	
CF-505	3
CF-809	3
CF-812	4
<b>Total</b>	<b>10</b>
Semester V	

## Academic Programs and Course Descriptions

CF-508	3
CF-810	3
CF-811	3
CPC-813	1
<b>Total</b>	<b>10</b>

## Master of Arts in Addiction Counseling

The following graduate courses are based on semester hour credits. Counseling Foundations Courses, (CF)-500-506, are in-depth survey courses that provide the basis for effective counseling practice. Counseling Process Courses, (CPC)-600–604, integrate classroom learning with clinical practice and require clinical practicum hours. Counseling Process Courses (CPC) are limited to students with a faculty-approved educational plan based on intent to complete all program requirements. Synthesis Courses, (CPC)-701–703, integrate learning from diverse sources to advance effective case management, treatment planning, therapeutic engagement, and professional conduct and ethical behavior across the spectrum of clinical services. Internship, (CPC) 801, advances clearly defined outcome competencies as a culmination of applied learning.

### Required Courses

- CF-500 Counseling Foundations: Introduction to Theory and Practice – 1 credit
- CF-501 Counseling Foundations: Biological Perspectives – 2 credits
- CF-502 Counseling Foundations: Assessment and Intervention for Co-Occurring Mental Health Conditions – 3 credits
- CF-503 Counseling Foundations: Research & Clinical Practice (online course) – 3 credits
- CF-505 Counseling Foundations: Lifespan Development (online course) – 3 credits
- CF-506 Counseling Foundations: Families and Systems – 3 credits
- CPC-600 Counseling Strategies: Diagnostic Procedures – 3 credits
- CPC-600P Practicum – 2 credits
- CPC-601 Counseling Strategies: Individual Approaches – 3 credits

- CPC-601P Practicum – 2 credits
- CPC-602 Counseling Strategies: Group Theory & Process – 3 credits
- CPC-602P Practicum – 2 credits
- CPC-604 Counseling Strategies: Multicultural Approaches – 2 credits
- CPC-604P Practicum – 2 credits
- CPC-701 Synthesis: Ethics – 3 credits
- CPC-702 Synthesis: Case Management – 2 credits
- CPC-703 Synthesis: Professional Practice – 1 credit
- CF-801 Internship (400-hour internship) – 4 credits

### Elective Courses

Elective courses are not a requirement for this Master of Arts degree.

- CF-508 Counseling Foundations: Lifestyle and Vocational Development (online course) – 3 credits
- CF-605 Independent Study – 1-3 credits
- CPC-802 Internship II (1 credit = 100 hours, 2 credits = 200 hours, 3 credits = 300 hours)
- IR-509 Behavioral Addictions (online course) – 3 credits
- IR-510 Clinical Supervision – 3 credits
- IR-511 Human Sexuality – 3 credits
- IR-512 Prevention – 3 credits
- IR-513 Advanced Motivational Interviewing
- IR-514 Advanced Cognitive-Behavioral Therapy
- IR-515 Advanced Twelve Step Facilitation
- IR-516 Co-Occurring Disorders in Children and Adolescents
- IR-517 Eating Disorders – 3 credits
- IR-518 Co-Occurring Disorders in Older Adults
- IR-519 Grief, Loss, and Death – 3 credits
- IR-520 Behavioral Healthcare Administration – 3 credits

## Academic Programs and Course Descriptions

## Requirements for Program Completion

To graduate with the Master of Arts degree in Addiction Counseling, students must meet these requirements:

1. Fifteen semester credits in counseling foundation courses.
2. Twenty-nine semester credits in counseling process courses, including 480 hours of practicum and 400 hours of internship.
3. From the time of enrollment, full-time graduate students will complete all courses within a seven-year period. For students beginning the program before September 5, 2016, internship and the comprehensive examination must be completed within seven years. For students beginning the program after September 5, 2016, internship and the Master's Applied Project must be completed within seven years.
4. For students beginning the program before September 5, 2016, complete a comprehensive written examination, with a minimum score of 2.5 for each of the rubric ratings. For students beginning the program after September 5, 2016, complete a Master's Applied Project, with a minimum score of 19.0 on the rubric rating
5. From the time of enrollment, part-time students (regardless of credit load), will complete all coursework within seven years. For students beginning the program before September 5, 2016, internship and the comprehensive examination must be completed within seven years. For students beginning the program after September 5, 2016, internship and the Master's Applied Project must be completed within seven years.
6. All components of the Portfolio must be completed and loaded into the electronic portfolio as required. Additional information regarding the Portfolio can be found in the shared files on Populi.

## Sample Course Sequence

Master of Arts in Addiction Counseling	
Semester I	
Course #	Credits
CF-500	1
CF-501	2
CPC-600	3
CPC-600P	2
CPC-601	3

CPC-601P	2
CPC-701	3
<b>Total</b>	<b>16</b>
Semester II	
CF-503	3
CPC-602	3
CPC-602P	2
CPC-604	2
CPC-604P	2
CPC-702	2
<b>Total</b>	<b>14</b>
Semester III	
CF-502	3
CF-505	3
CF-506	3
CPC-703	1
CPC-801	4
<b>Total</b>	<b>14</b>

Master of Arts in Addiction Studies:  
Integrated Recovery for  
Co-Occurring Disorders

The following graduate courses are based on semester hour credits. The core requirements for this degree incorporate 48 credits in required courses. Counseling Foundations courses, (CF) 503, 505, 508, 809, 810, 811, and 812 are survey courses that provide the basis for effective counseling practice, including differential diagnosis, evidence-based treatment, treatment planning and treatment evaluation methods for provision of services for patients with co-occurring addictions and mental health disorders. As a Counseling Process synthesis course, (CPC) 701 integrates learning from diverse sources to advance professional conduct and ethical behavior across the spectrum of clinical services. Integrated Recovery courses, (IR) 606, 607, 609, 705, 706, 707, 708, and 815, are in-depth courses that examine the intricacies of differentiating chemical use, addiction, mental health symptomatology and disorder, and medical issues.

## Required Courses

- CF-503 Counseling Foundations: Research & Clinical Practice – 3 credits
- CF-505 Counseling Foundations: Lifespan Development – 3 credits

## Academic Programs and Course Descriptions

- CF-508 Counseling Foundations: Lifestyle and Vocational Development – 3 credits
- CF-809 Counseling Foundations: Differential Diagnosis – 3 credits
- CF-810 Counseling Foundations: Evidence-Based Practice for Co-Occurring Disorders – 3 credits
- CF-811 Counseling Foundations: Treatment and Recovery Planning for Co-Occurring Disorders – 3 credits
- CF-812 Counseling Foundations: Evaluation Methodologies for the Clinician and Treatment Administrator – 4 credits
- CPC-701 Synthesis: Ethics – 3 credits
- IR-606 Introduction to Professional Co-Occurring Disorders Counseling – 3 credits
- IR-607 Medical Issues, Psychopharmacology, and Medication Management – 4 Credits
- IR-609 Etiology, Screening and Assessment of Co-Occurring Disorders – 3 credits
- IR-705 Culturally-Responsive Co-Occurring Disorders Counseling – 3 credits
- IR-706 Crisis and Trauma – 3 credits
- IR-707 Family Psychoeducation and Counseling for Co-Occurring Disorders – 3 credits
- IR-708 Group Counseling for Co-Occurring Disorders – 3 credits
- IR-815 Synthesis: Integrated Recovery – 1 credit
- IR-509 Behavioral Addictions – 3 credits
- IR-510 Clinical Supervision – 3 credits
- IR-511 Human Sexuality – 3 credits
- IR-512 Prevention – 3 credits
- IR-513 Advanced Motivational Interviewing – 3 credits
- IR-514 Advanced Cognitive-Behavioral Therapy – 3 credits
- IR-515 Advanced Twelve Step Facilitation – 3 credits
- IR-516 Co-Occurring Disorders in Children and Adolescents – 3 credits
- IR-517 Eating Disorders – 3 credits
- IR-518 Co-Occurring Disorders in Older Adults – 3 credits
- IR-519 Grief, Loss, and Death – 3 credits
- IR-520 Behavioral Healthcare Administration – 3 credits
- IR-825 Clinical Internship – 3-12 credits

### Requirements for Program Completion

To graduate with the Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders, students must meet these requirements:

1. Complete 48 credits in the core curriculum
2. Complete 12 credits of electives
3. For students beginning the program before September 5, 2016, complete a comprehensive written examination, with a minimum score of 3.0 for each of the rubric ratings. For students beginning the program after September 5, 2016, complete a Master's Applied Project, with a minimum score of 19.0 on the rubric rating.
4. For students beginning the program before September 5, 2016, complete program within a seven-year period of time, including comprehensive examination. For students beginning the program after September 5, 2016, complete program within a seven-year period of time, including the Master's Applied Project.
5. Completion of three required on-campus residencies (3 or 4 days each) in Center City, Minnesota

### Elective Courses

In addition to the required core courses, students take an additional twelve credits of electives. Two types of electives are offered – clinical and academic. Clinical electives (internships) are intended for students who intend to pursue licensure following graduation. It is the student's responsibility to check specific licensing requirements in the state he or she intends to practice to determine the number of clinical hours needed.

Academic electives allow students to think more deeply about topics related to addiction treatment and integrated recovery. Academic electives will be offered on a rotating basis.

- CF-605 Independent Study – 1-3 credits

## Academic Programs and Course Descriptions

6. Good academic standing with a minimum cumulative GPA of 3.0 or higher, in addition to absence of outstanding sanctions associated with the rules of conduct and requirements of academic honesty.
7. All financial obligations to the Graduate School must be met.
8. All components of the Portfolio must be completed and loaded into the electronic portfolio as required if the student has taken IR-825 Clinical Internship. Additional information regarding the Portfolio can be found in the shared files on Populi.

## Sample Course Sequence

Master of Arts in Addiction Studies: Integrated Recovery for Co-Occurring Disorders	
Semester I	
Course #	Credits
CPC-701	3
IR-606	3
IR-609	3
<b>Total</b>	<b>9</b>
Semester II	
CF-809	3
CF-810	3
IR-607	4
<b>Total</b>	<b>10</b>
Semester III	
CF-505	3
CF-811	3
IR-708	3
Elective	3
<b>Total</b>	<b>12</b>
Semester IV	
CF-503	3
IR-705	3
Elective	3
<b>Total</b>	<b>9</b>
Semester V	
CF-812	4
IR-707	3
Elective	3
<b>Total</b>	<b>10</b>
Semester VI	
CF-508	3

IR-706	3
IR-815	1
Elective	3
<b>Total</b>	<b>10</b>

## Customized Training

Customized training for professional development is an individualized learning opportunity designed for experienced professionals seeking greater depth or added skill in counseling practice. Prospective students choose from courses or independent study in order to reach anticipated learning outcomes. The student's learning needs and individual objectives help guide the educational process aided by faculty advising. Students will receive a transcript that documents the academic credits earned.

## Course Offerings

Students may choose from a menu of course offerings and independent study. Contact the Admissions Office for a list of courses available each semester.

## Course Descriptions

## CF-500 Counseling Foundations: Introduction to Theory and Practice – 1 credit

This course examines the historical, current, and emerging models of therapeutic change concerning addiction and mental health conditions. Implications for prevention, treatment, and continuing care are considered along with exploration of clinical pathways to sustain change and evidence-based treatment. A biopsychosocial approach is emphasized, which integrates clinical practice and therapeutic models in order to treat the whole person—physically, mentally, and spiritually.

*Learning outcomes include:*

- Understanding the value of a helping relationship in promoting therapeutic change
- Discussing consultative processes in contrast to direct counseling service
- Analyzing trends in counselor practice concerning the interacting complexities of social, cultural, vocational, developmental, and family implications in therapeutic change
- Understanding evidence-based counseling practices as well as theoretical implications for designated clinical populations



## Academic Programs and Course Descriptions

- Relating evidence-based treatment, such as Twelve Step facilitation, for addiction to evidence-based models, including cognitive behavior therapy for mental health conditions and complications
- Appreciating the value of teamwork and collaboration necessary for mobilizing resources and expertise for treating the whole person

#### CF-501 Counseling Foundations: Biological Perspectives – 2 credits

The biology of addiction and mental disorders is explored through the study of brain chemistry and related causal factors and patho-physiological processes, including brain function and behavioral correlates, molecular adaptation, and the genetics of addiction and mental disorders. The role of psychopharmacology is addressed from a broad perspective, particularly in relationship to drugs of abuse, management of withdrawal, anti-addiction medication, and medication management for mental disorders.

##### *Learning outcomes include:*

- Relating scientific concepts and facts to concrete clinical situations
- Analyzing diverse symptoms to conceptualize a clinical strategy
- Judging theories and research concerning the biology of human behavior
- Appreciating the role of referral and consultation
- Understanding the scientific and practice implications of pharmacology
- Integrating the use and practice of anti-addiction medication and medication management for mental disorders within the context of counseling practice
- Articulating the roles of culture and diversity in relation to the etiologies of psychopathology and physiologic responses to the drugs of abuse and psychotherapeutic medications

#### CF-502 Counseling Foundations: Assessment and Intervention for Co-Occurring Mental Health Conditions – 3 credits

This course offers a comprehensive overview of an integrated model for mental health conditions and alcohol and drug dependence. Psychopathology and diagnostic symptoms are reviewed in relationship to adolescents, youth, and adults. Treatment is addressed with emphasis on the dynamics of psychotherapy and empirically based treatment strategies. The role of psychotherapy in treating mental disorders is explored, as are community

resources. The American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM-V)* is used as a key reference for assessment methods. Integrated models for sustaining behavior change, continuing care planning, and relapse prevention are discussed.

##### *Learning outcomes include:*

- Identifying characteristics, symptoms, and diagnosis for mental disorders across the lifespan
- Analyzing concepts and models of psychopathology
- Analyzing and understanding an integrated treatment approach for addiction and mental disorders
- Demonstrating an understanding of the counselor's role in addressing psychopharmacology
- Defining empirically based treatment interventions for individuals with co-occurring disorders
- Identifying relapse prevention strategies and implications for individuals with co-occurring disorders
- Evaluating the cultural influences on the expression and interpretation of psychopathology, diagnosis, and treatment of co-occurring disorders

#### CF-503 Counseling Foundations: Research and Clinical Practice – 3 credits

This course provides a comprehensive overview of clinical research processes and functions that encompass an array of clinically relevant practices. These processes and functions include basic statistics; methods and design; review of research literature and application to treatment innovations; program evaluation procedures and outcomes; and understanding the application of research design and methodology. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

##### *Learning outcomes include:*

- Critically evaluating cultural norms and patterns that are reflected among research participants and their impact on research findings
- Applying scientific methods to investigate questions about or problems with treatment modalities and clinical outcomes

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- Conceptualizing and formulating abstract hypotheses and using statistical procedures to test them
- Using statistical principles to analyze data and interpret findings
- Integrating results into a cohesive understanding of the phenomena of interest
- Applying the components of effective quality measurement systems
- Critically evaluating the research literature and using the literature to inform counseling practice

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CF-505 Counseling Foundations: Lifespan Development – 3 credits

This course is designed to foster knowledge and understanding concerning cognitive, social, physical, emotional, and spiritual development across the lifespan. Issues specific to human adjustment difficulties, addictions, and mental health problems are woven into a spectrum of theoretical models of development. Counseling implications are investigated for each milestone of life. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

##### *Learning outcomes include:*

- Integrating and applying developmental theoretical approaches for professional counseling to individuals and groups through a lifespan
- Analyzing the needs of clients and patients utilizing developmental approaches
- Connecting developmental, mental health and addiction counseling approaches based on current evidence-based practices for individuals and programs
- Integrating ethical and legal principles and standards in developmental counseling
- Applying developmental approaches to counseling diverse populations

- Integrating developmental approaches in treatment planning

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CF-506 Counseling Foundations: Families and Systems – 3 credits

This course is an introduction to systemic thought. A broad overview of current family therapy approaches is presented with an emphasis on application to family dysfunction associated with addiction and mental health conditions. Family dynamics are explored and discussed, and healthy family development is compared to patterns of dysfunction. Concepts of family lifecycle stages, styles of communication, boundary settings, family rules and roles, and cultural diversity are examined, as are strategies for clinical intervention.

##### *Learning outcomes include:*

- Comparing and contrasting systemic process and individual approaches to family therapy
- Demonstrating family therapy methods using specific approaches
- Discussing the family life cycle stage model and emphasizing the impact of addiction and mental health complications on family members at various stages of life cycle development
- Identifying, comparing, and contrasting basic models of family therapy
- Integrating family systems approaches and an addiction recovery model by explaining and demonstrating application of Twelve Step philosophy and family therapy models
- Discussing the strengths and limitations of systemic thought and various models of family therapy to culturally diverse groups
- Relating the application of a specific model of family therapy while simultaneously maintaining respect for cultural diversity

#### CF-508 Counseling Foundations: Lifestyle and Vocational Development – 3 credits

A survey of theories and models of career counseling are presented, including an in-depth review of special issues for people with addiction and mental health issues.

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Multicultural issues are explored for sexual, cultural, and ethnic minorities. Gender-specific skill enhancement is included. Tools utilized for testing and evaluation in career counseling are presented. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

*Learning outcomes include:*

- Integrating and applying theoretical approaches to career development and counseling in working with individuals in mental health and addiction counseling practice
- Analyzing needs of patients from a contextual perspective addressing inter-relationships among work, family, and other life factors, including multicultural and gender issues
- Connecting career, mental health and addiction counseling approaches based on current evidence-based practices for individuals and programs
- Integrating ethical and legal issues as well as principles and standards in career counseling
- Utilizing basic assessment tools for career counseling, including computer-based systems
- Understanding public policy issues related to the role of work in psychological health and well-being

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CF-605 Independent Study – 1-3 credits

The independent study is a learning opportunity to expand and integrate knowledge, skills, and/or attitudes relative to the practice of counseling. The student develops a learning contract that includes a clearly articulated description, specific goals, learning assignments, scheduled appointments with faculty, and measurable learning outcomes. The student and the faculty advisor determine requirements for completion.

Faculty approval is required before the study begins. The learning contract clarifies what the student intends to learn and the anticipated outcomes. The contract

furthermore serves as a source of accountability for the duration of the independent study.

Students are expected to concentrate their independent study within the parameters of counseling competencies closely aligned with the current curriculum.

Throughout the independent study, the student is expected to communicate with faculty at regular intervals as designated on the contract in order to receive feedback and academic guidance. The study must be completed by the end of the semester. Coursework not completed will receive a grade of "I" (incomplete). If the coursework is not completed 90 days after the end of the semester, the student will receive an F grade. Independent study demands are the equivalent of 15 contact hours per credit.

Students considering withdrawal, once an independent study contract has been signed, need to comply with school policy regarding course withdrawal.

*Learning outcomes include:*

- Goals and outcomes that measure skills, competence, and synthesis of learning from diverse resources
- Detail of learning strategies used, such as specific projects, formal training, readings, professional meetings, informational interviewing, etc.
- A relationship to academic experience, including areas of professional discipline, research, and theories that are professionally relevant and beneficial
- A final product(s) with predetermined criteria used to evaluate achievement of learning outcomes (theory or topic paper, program evaluation, personal journal, book report, manual, etc.)

#### CF-809 Counseling Foundations: Differential Diagnosis – 3 credits

This course provides students with current, evidence-based assessment and appraisal methods needed to formulate a comprehensive *DSM-V* diagnosis of addiction and commonly co-occurring disorders for adults, adolescents, and children. Using an integrated biopsychosocial approach to assessment, students will learn to examine the whole person, paying close attention to the intricacies of differentiating chemical use, addiction, mental health symptomatology and disorder, and medical issues, in order to establish an accurate diagnosis. Students will also develop skills in communicating diagnostic findings with the patient, the support system, and other professionals in order to provide appropriate

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treatment plans and coordination of care. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

*Learning outcomes include:*

- Demonstrating familiarity with interactions among chemical use, mental health symptoms, medical conditions, and effects of prescription medications
- Analyzing clinical presentation to effectively practice differential diagnosis of addiction and co-occurring disorders, including anxiety and trauma, mood disorders, and personality disorders across the lifespan
- Selecting, applying, and interpreting screening and assessment instruments for mental status, risk/crisis situations, and co-occurring disorders
- Applying concepts and models of developmental psychopathology to clinical practice
- Differentiating between cultural norms and psychopathology, appreciating the variation in human expression of mental health symptoms
- Communicating results of the diagnostic process with the patient, other treatment providers, and the patient's support system

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CF-810 Counseling Foundations: Evidence-Based Practice for Co-Occurring Disorders – 3 credits

This course provides an examination of evidence-based practice for addiction and co-occurring disorders with an emphasis on empirically supported treatments (ESTs). Students will become familiar with the benefits and limitations of using ESTs, strategies for finding and implementing ESTs, and using knowledge of patient characteristics and clinical expertise to provide effective, integrated services. Evidence-based approaches to crisis prevention/management and continuing care will also be discussed. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and

Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

*Learning outcomes include:*

- Applying an integrated treatment approach for addiction and co-occurring disorders, with a focus on collaboration with the patient, the support system, community resources, and other treatment providers
- Applying treatment interventions based on research evidence and community standards for individuals with addiction and co-occurring disorders, including CBT, MET, TSF, mindfulness-based approaches, relapse prevention, community reinforcement, contingency management, and illness management and recovery.
- Applying knowledge of the role of psychopharmacology in the treatment of co-occurring disorders to assist patients with the behavioral and self-advocacy aspects of medication management
- Utilizing effective crisis prevention, intervention, and follow-up procedures
- Utilizing a multi-culturally competent approach to integrated treatment

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CF-811 Counseling Foundations: Treatment and Recovery Planning for Co-Occurring Disorders – 3 credits

This course provides students with an opportunity to integrate clinical data into an effective service plan for individuals with addiction and co-occurring disorders. Individualized clinical treatment planning involves collaboration with the patient, the support system, and other professionals, agencies, and community resources. Treatment planning is a creative, dynamic process in which addiction and mental health counselors identify ongoing needs and adapt the plan to best serve the patient. Development of comprehensive, treatment and recovery plans for individuals with co-occurring substance use disorders, mental health complications, and other health concerns, is the focus of this course. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.



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*Learning outcomes include:*

- Analyzing clinical data through a holistic and culturally sensitive perspective to develop comprehensive case conceptualizations and measurable treatment objectives for individuals with addiction and co-occurring disorders
- Designing individualized intervention plans according to stages of change and patient preferences, and updating plans in response to changes in patient motivation, circumstances, and progress
- Utilizing evidence-based, community-centered approaches such as assertive community treatment and supported housing and employment for patients with serious mental illness
- Organizing and summarizing clinical impressions, treatment rationales, and integrated discharge and continuing care plans through clear, objective documentation
- Managing service needs through the collaboration of patients, support networks, community resources, and other professionals and the utilization of supervision, consultation, and referral
- Advocating for patients within the healthcare system and for public support of integrated services, and educating the patient and support system about self-advocacy

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CF-812 Counseling Foundations: Evaluation Methodologies for the Clinician and Treatment Administrator – 4 credits

This course provides an in-depth examination of evaluation methodologies relevant to the clinician and treatment administrator. Students will learn about the various modalities of treatment progress and outcomes assessment. Furthermore, students will learn to interpret clinical data to inform the development of treatment plans, monitor patient progress toward treatment goals, and evaluate the effectiveness of counseling interventions. Data-driven modifications of the treatment approach will also be discussed. Finally, advanced statistics and research methods will be explored with an emphasis on single-case research designs and other research designs common to treatment outcome studies. Online courses use a wide variety of assignments to assess student

learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

*Learning outcomes include:*

- Consulting the literature, patients, colleagues, and clinical expertise to construct research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
- Operationalizing outcomes to address research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
- Selecting and using different types of reliable and valid assessments to measure, evaluate, and monitor individual patient functioning as well as clinical and prevention programming
- Selecting and applying research models to evaluate and monitor individual patient functioning as well as clinical and prevention programming
- Analyzing and using data to monitor and improve individual patient function as well as clinical and prevention programming
- Disseminating findings to researchers, clinicians, patients, and administrators to improve the effectiveness of patient functioning as well as clinical and prevention programming

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### CPC-600 Counseling Strategies: Diagnostic Procedures – 3 credits

This course is a comprehensive overview of assessment and appraisal methods that emphasize comprehensive models and approaches. It also addresses diagnostic skills needed to evaluate addiction and mental disorders. Students take an in-depth look at target interviewing techniques, use of self-report questionnaires, the American Psychiatric Association's Diagnostic and Statistical Manual of the Mental Health Disorders (DSM-V), psychometric methods, application of database information, and structured interview techniques. Standard methods for establishing a diagnosis are explored within the context of counselor practice. Viewed



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as a function of assessment and diagnosis, treatment planning is aligned with issues involving addiction and its mental health complications.

*Learning outcomes include:*

- Summarizing and critiquing appraisal models and diagnostic assessment tools
- Appreciating appraisal methods that assess the whole person
- Relating assessment and appraisal findings to treatment methods
- Analyzing and interpreting patient data to establish diagnosis
- Evaluating individual differences in perception, motivation, and capacity for change in relationship to diagnostic procedures and treatment response
- Synthesizing data and clinical impressions to formulate, update, and revise treatment planning
- Appreciation of the role of team collaboration, referral, and clinical consultation
- Interpreting and applying patient information to create individualized treatment and continuing care plans
- Understanding key ethical issues pertaining to appraisal
- Analyzing the role of culture in both the assessor and patient in the diagnostic assessment process

#### CPC-600P Practicum – 2 credits

A 120-hour clinical practicum to allow student experience with interviewing techniques, assessment of target symptoms, diagnoses, application of assessment instruments, and completion of clinical diagnostic reports.

*Learning outcomes include:*

- Apply core conditions of counseling to the interview and assessment process
- Conduct an initial counselor interview with accurate and timely documentation
- Describe common components and processes involved in diagnostic assessment

#### CPC-601 Counseling Strategies: Individual Approaches – 3 credits

This course is an extensive review of individual counseling and therapeutic processes based on personality theory, research, psychotherapy, and the psychology of change. Topics include psychoanalytic, behavioral, existential, and humanistic perspectives, in

addition to cognitive behavioral approaches, Prochaska's Change Theory, and Twelve Step facilitation. Select theorists are highlighted based upon relevance and application to the evidence-based practice

*Learning outcomes include:*

- Analyzing and integrating personality theory with individual counseling approaches
- Relating abstract counseling theory to concrete clinical situations
- Integrating diverse counseling approaches to stages of change
- Evaluating the effectiveness of counseling interventions
- Defining a hierarchy of interventions based upon clinical issues and individual differences
- Understanding the ethical considerations for counseling practice
- Valuing personal style and implementation of counseling procedures
- Recognizing and planning for continued professional growth
- Incorporating culturally competent practices when considering psychotherapeutic interventions

#### CPC-601P Practicum – 2 credits

A 120-hour clinical practicum to provide opportunities in the application of basic counseling and treatment skills through observational experience and co-facilitation of individual counseling and treatment procedures.

*Learning outcomes include:*

- Explain the key processes of individual counseling, including engagement, therapeutic alliance, treatment strategies and termination
- Monitor and evaluate behavior change based on established treatment goals, objectives and/or criteria
- Integrate Twelve Step principles and practices with other behavior change strategies

#### CPC-602 Counseling Strategies: Group Theory and Process – 3 credits

This course provides an in-depth look at the theory and practice of group therapy as applied to addiction and

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mental health. Theory and experiential learning of group process are integrated. The course addresses research findings relevant to various types of groups encountered in treatment, including assessment issues for group referral and inclusion, ethical and legal considerations, and roles and responsibilities for group leadership. Students have an opportunity to participate in and facilitate supervised group process.

At the successful completion of the course, students will be able to demonstrate a high degree of competence in theoretical approaches to group work.

*Learning outcomes include:*

- Analyzing and interpreting group theory with psychological approaches to group process
- Relating abstract group process theory to concrete clinical situations
- Integrating diverse theories of group process to the stages of change
- Evaluating the effectiveness of group counseling interventions
- Defining a hierarchy of interventions based upon clinical issues presented in group process
- Valuing personal style and implementation of group counseling procedures
- Recognizing and planning for continued professional growth in approaches to group work
- Applying cultural awareness, sensitivity, knowledge, and skills in group counseling interventions

#### CPC-602P Practicum – 2 credits

A 120-hour clinical practicum to provide students with opportunities to apply basic group counseling skills through observational experience and co-facilitation of various patient groups.

*Learning outcomes include:*

- Develop a hierarchy of interventions based upon clinical issues presented in group process
- Demonstrate the creation of a personal style in the application of group counseling procedures
- Incorporate the significance of individual variability, including social, cultural, physical, and psychological variations on recovery in a group therapy context

#### CPC-604 Counseling Strategies: Multicultural Approaches – 2 credits

This course addresses individual differences in culture and ethnicity as key considerations in planning and implementing treatment approaches. Implications for clinical intervention are addressed for aging adults, people with physical disabilities, sexual minorities, and people from a variety of cultural and ethnic backgrounds.

*Learning outcomes include:*

- Analyzing the impact of individual differences and diversity on intervention and treatment planning
- Assessing the benefits and limitations of typology
- Understanding developmental models and stages, as impacted by unique cultural features, and integrating this knowledge into treatment planning Academic Programs and Course Descriptions Section 7
- Developing treatment planning and counseling approaches based upon minority development models
- Relating theoretical constructs and research in culture and ethnicity to clinical practice

#### CPC-604P Practicum – 2 credits

A 120-hour clinical practicum that focuses on treatment procedures with sub-groups on typologies of individuals with substance use disorders and mental health issues.

*Learning outcomes include:*

- Analyze the impact of individual differences and diversity on intervention and treatment planning
- Develop treatment planning and counseling approaches based upon minority development models
- Demonstrate awareness of personal biases toward diverse populations

#### CPC-701 Synthesis: Ethics – 3 credits

This course addresses ethical, moral, legal, and professional behavior as key competencies interwoven throughout counseling practice. To this end, topics and conceptual underpinnings are explored in relationship to practice across the spectrum of therapeutic intervention. A counseling orientation is provided that reviews historical development, current professional challenges, and future trends.

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*Learning outcomes include:*

- Appreciating the historical development, professional challenges, and future trends for counseling
- Exploring a professional identity that helps inform ethical, moral, legal, and professional conduct
- Integrating a variety of professional and ethical codes into appropriate practice behaviors
- Synthesizing ethical codes with legal mandates to construct professional boundaries
- Conceptualizing a model of ethical decision making and applying it to a variety of ethical conflicts
- Analyzing the similarities and differences among a variety of ethical codes and constructing a personal code of ethics for clinical practice
- Developing an awareness of and sensitivity to the roles of culture and diversity throughout personal and professional ethical conduct.

**CPC-702 Synthesis: Case Management – 2 credits**

This course synthesizes diverse learning to advance counseling competencies across core functions and practice dimensions for greater knowledge and understanding of engagement and therapeutic alliance, case management, and continuing care. Case service models are explored in conjunction with treatment methods, such as crisis counseling, telephone case management, and revision of treatment strategies.

*Learning outcomes include:*

- Appreciating the value of case management roles and responsibilities
- Evaluating models of case management
- Integrating case management principles into clinical practice
- Integrating counseling theory and skills with engagement theory and practice to establish and implement continuing care modules, including online technologies
- Synthesizing case processes with clinical practice and responsibilities of care
- Incorporating multicultural competencies and cultural awareness into case management principles

**CPC-703 Synthesis: Professional Practice – 1 credit**

This summative course integrates prior learning from clinical practicums, classroom instruction, and internship experience and culminates in the completion of a capstone experience. Upon successful completion of the course, students are able to articulate, analyze, integrate, and appreciate the learning outcomes as described below.

Upon successful completion of the course, students are able to articulate, analyze, integrate, and appreciate the learning outcomes as described below.

*Learning outcomes include:*

- Demonstrating competence in evidence-based and theoretical treatment approaches for addiction, mental disorders, and human adjustment difficulties
- Appreciating and valuing the significance of individual variability, including social, cultural, physical, and psychological implication of recovery
- Analyzing and integrating the processes of therapeutic change, including issues such as environmental influences and family and systemic issues
- Analyzing and integrating diverse sources of quality data and/or research to improve clinical services and outcomes
- Articulating and appreciating the ethical, moral, and legal implications of clinical practice
- Analyzing and engaging in realistic self-appraisal regarding lifelong learning needs and to continuously develop an appropriate learning plan

**CPC-801 Internship – 4 credits (Grading: Pass/Fail)**

The clinical internship is tailored to the individual learning needs and practice aspirations of each student. Placement and clinical supervision are designed to aid students in developing competence aligned with licensing requirements for addiction and professional counseling. Since licensing and practice requirements vary according to intended location of practice, each student maintains an inventory of clinical hours. CPC-801 Internship includes 400 hours in addition to the 480 hours of clinical practicum, for a total of 880 clinical hours. These hours are devoted to addiction counseling ranging across the spectrum of acute recovery, mental health complications, continuing care, vocational counseling, and lifespan considerations. Those students needing additional time to achieve desired hours and clinical competence have the option of a second stage internship or CPC-802.

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*Learning outcomes include:*

- Demonstrate competence in evidence-based and theoretical treatment approaches to addiction, mental disorders, and human adjustment difficulties
- Analyze data from diverse sources to establish a comprehensive database necessary to substantiate a substance use disorder diagnosis
- Integrate clinical impressions, relevant information, and data from multiple sources in order to formulate a comprehensive treatment plan
- Reassess and revise treatment plans and clinical approaches based on clinical observations and assessment data
- Provide, evaluate, and continuously improve transtheoretical counseling approaches incorporating science-based procedures including Twelve Step facilitation
- Provide, assess, and refine a personalized counseling style reflecting individual patient variability, in addition to a range of prescriptive counseling techniques
- Facilitate, evaluate, and refine group counseling practices and procedures
- Design, implement, evaluate, and improve psychoeducational services, both individual and group
- Facilitate family and significant other conferences
- Identify strategic points in the recovery process for further growth and maintenance of ongoing behavior change
- Project future and anticipated clinical needs through continuing care planning
- Prescribe and provide continuing care services in relationship to individual counseling, group, and psychoeducational services
- Appreciate diversity as a clinical asset based on individual variability, including social, cultural, and psychological implications of therapeutic change
- Facilitate, evaluate, and refine assessment interviewing involving social, emotional, spiritual, mental health, alcohol, and drug abuse issues
- Interpret and analyze assessment data from diverse sources (psychological, social, cultural, family, biomedical, psychiatric); prioritize individual needs in a comprehensive clinical formulation
- Prepare, facilitate, and follow up appropriate referral for related professional services based on individual patient need
- Provide, evaluate, and improve community outreach services based on formal and informal models of psychoeducational services
- Lead and facilitate the multidisciplinary process relative to comprehensive treatment planning
- Provide clinical direction based on commonly accepted models of supervision for support staff, paraprofessionals, and clinical technicians
- Facilitate a process of change, including factors such as family, environmental, and systemic issues
- Provide, evaluate, and improve pre-entry services based on comprehensive methods of screening and intake interviewing in order to develop a provisional diagnosis and clinical outreach and follow-up services
- Develop, monitor, and modify treatment strategies individually tailored to meet individual, group, and family system needs
- Reduce risk and manage crisis via crisis intervention strategies
- Apply data and research to improve clinical services and outcomes
- Provide, assess, and continuously improve documentation of services provided
- Interpret, incorporate, and apply behavioral, self-report, psychometric, and other measures of clinical progress toward identified goals
- Modify, improve, and refine clinical practice based on research and quality measurement data in order to improve treatment effectiveness
- Understand the ethical, moral, and legal implications of clinical practice
- Maintain, evaluate, and promote professional and ethical standards of behavior and practice
- Participate in comprehensive self-assessment of current skills and future developmental professional needs

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- Participate, evaluate, and provide continuing professional education
- Develop and utilize the strategy of self-care to address stress-related issues relative to professional roles and responsibilities

CPC-802 Internship II – 1-3 credits (*Grading: Pass/Fail*)

Students may elect to pursue additional clinical hours based on their individualized educational goals and professional career plans. The internship builds on clinical skills and knowledge in treating addiction, mental health, and human adjustment difficulties with a greater emphasis on professional practice. Interns advance their competence by strengthening skills regarding mental disorder and its treatment, vocational adjustment and career development, age and maturational development, facilitation of a broader range of counseling skills, and greater depth in promoting adjustment to the demands of everyday living.

Students will attend weekly group supervision with a faculty member from the school and, in addition, receive weekly individual hourly supervision from a licensed clinician, specific to the student's educational goals, at the clinical placement.

*Learning outcomes include:*

- Demonstrate competence in evidence-based and theoretical treatment approaches to addiction, mental health, and human adjustment difficulties
- Strengthen skills in assessing the extent and severity of mental disorders and human adjustment difficulties
- Develop greater skill in treatment planning designed to reduce, manage, or eliminate behavioral dysfunction and emotional distress associated with mental disorders
- Expand counseling skills and treatment strategies in order to address diagnostic priorities ranging from mental health issues, vocational and career challenges, maturational implications, and co-occurring and multiple disorders, in addition to social and community adjustment difficulties
- Establish referral and collegial relationships with other mental health providers (psychiatry, psychology, clinical social work, etc.)
- Integrate medication-related issues, such as assessment, referral, and medication compliance, within the context of treatment planning

- Increase capacity to prioritize and coordinate complex clinical case services
- Appreciate diversity as a clinical asset based on individual variability, including social, cultural, and psychological implications of therapeutic change
- Articulate a greater appreciation for the helping relationship across the lifespan, including individual variability such as gender, social, racial, and psychological implications
- Develop greater treatment planning skills associated with age-appropriate and developmental milestones
- Strengthen counseling effectiveness aligned with developmental and age-related issues
- Differentiate client and patient responsiveness to counseling practice involving age, social, cultural, gender, racial, and individual variability
- Expand skills to improve counseling effectiveness in relationship to age, social, cultural, gender, racial, and individual variability
- Facilitate a process of change, including related factors such as family, environmental, and systemic issues
- Articulate career and vocational development challenges and opportunities as a contributing factor in effective community adjustment and personal fulfillment
- Address career development issues through assessment and guidance procedures
- Demonstrate a greater appreciation and awareness of career and vocational issues as key elements of effective counseling interventions
- Assess counseling effectiveness in relationship to social and environmental factors, such as employment, career development, and vocational adjustment
- Strengthen effectiveness for treating family and systemic issues as key factors in therapeutic change and community adjustment
- Apply data and research to improve clinical services and outcomes
- Appreciate the value of scientific research in relationship to professional practice



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- Seek out recent research, use data for clinical decisions, and apply clinical standards for safe, effective professional practice
- Identify resources for continued scientific learning
- Demonstrate reliance on research, professional acumen, and scholarship to inform counseling effectiveness
- Understand the ethical, moral, and legal implications of clinical practice
- Recognize professional practice limitations and effectively seek and utilize clinical supervision
- Differentiate ethical, moral, and legal considerations in relationship to disability groups and diagnostic categories, type and extent of treatment services, community, and individual risk management
- Increase self-appraisal skills regarding personal adjustment and emotional responsiveness to professional practice
- Strengthen professional identity, including a commitment to continuous learning and improvement of clinical practice

#### CPC-813 Synthesis: Advanced Professional Practice – 1 credit

This course examines the development of the professional counselor prepared for advanced practice in the treatment of co-occurring disorders. It elucidates phases of development from novice student to senior professional counselor and explores a number of related topics, such as clinical supervision, licensure, professional judgment and expertise, and cultural discourses on helping. It also focuses on the importance and necessity of counselor self-care, directed at obviating exhaustion and disengagement, thus promoting professional resiliency. As a capstone experience, the course culminates in a Masters Applied Project that evaluates the integration and application of knowledge used in the evidence-based treatment of co-occurring disorders.

##### *Learning outcomes include:*

- Synthesize and apply phases of development applicable to the professional counselor
- Assimilate requirements for licensure as an addiction and mental health counselor
- Explicate the importance of clinical supervision and continuing education

- Analyze the themes of professional judgment and expertise in counseling
- Examine cultural and professional issues that bear on helping and counseling
- Evaluate factors associated with exhaustion and disengagement and delineate strategies of self-care
- Integrate knowledge in applying assessment and diagnostic strategies, evidence-based practices, and research and evaluation in the treatment of co-occurring disorders

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-509: Behavioral Addictions – 3 credits

Non-substance-related addictions to gambling, food, the Internet, sex, exercise, and shopping, among others, – often described as behavioral addictions – frequently co-occur with substance use and other mental health disorders. Substantial evidence exists for the validity of the diagnosis of Gambling Disorder, and other repetitive behavioral patterns that result in stimulation of the brain's reward system are currently under investigation. This course examines the evidence for these disorders, describes what is known about their prevalence, course, and etiology, and provides recommendations for treatment. Students will learn effective tools for assessment, treatment planning, and intervention for patients with behavioral addictions. The course also addresses the psychosocial impact of behavioral addictions on social systems as well as financial, occupational, social, and legal consequences.

##### *Learning outcomes include:*

- Analyze evidence for behavioral addictions and examine their prevalence, comorbidity, etiology, stages of development, and functional consequences
- Evaluate the features and phenomenology of behavioral addictions compared to substance use, impulse control, obsessive-compulsive, and other mental health disorders
- Utilize assessment tools to identify, evaluate, and diagnose behavioral addictions and develop comprehensive treatment plans

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- Apply interventions to individuals and families affected by behavioral addictions
- Synthesize interventions used for behavioral addictions with those approaches used in the treatment of substance use and other mental health disorders

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-510 Clinical Supervision – 3 credits

For professionals who supervise counselors in behavioral health settings, effective clinical supervision skills are necessary to develop a competent workforce that is able to respond to the complex needs of the patients they serve. In this course, students will evaluate and synthesize diverse models of clinical supervision. Students will learn tools for providing effective clinical supervision. Students will be required to apply knowledge and skills in clinical supervision while receiving academic supervision. Participation in this course will require the recording and transmission of the student's delivery of at least one clinical supervision session for evaluation purposes.

*Learning outcomes include:*

- Evaluate and synthesize diverse models of clinical supervision
- Understand and utilize stages of counselor development to deliver individualized clinical supervision
- Integrate various cultural factors that influence both counselors and patients into clinical supervision
- Identify and evaluate supervisee's needs and issues that arise within the clinical relationship
- Synthesize the application of clinical supervision with evidence based practices used in the treatment of substance use and other mental health disorders
- Apply critical thinking to effectively respond to legal and ethical concerns within the context of clinical supervision

- Establish and apply a personal model of clinical supervision
- Self-evaluate clinical supervision skills by applying established clinical supervision models

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-511 Human Sexuality – 3 credits

This course provides an in-depth examination of the biological, psychological, developmental, social, and cultural aspects of human sexuality. Relationships among human sexuality, substance use, and co-occurring disorders are discussed with an emphasis on the implications for case conceptualization and treatment planning.

*Learning outcomes include:*

- Applying research and theoretical knowledge of human sexual anatomy, physiology, and processes to the development of case conceptualizations and treatment planning
- Integrating concepts of sexual identity and the psychological, social, and cultural implications of a given sexual identity into a holistic understanding of the patient
- Applying advanced assessment skills to distinguish between developmentally appropriate, healthy sexual behavior and maladaptive, sexual behavior requiring intervention
- Applying knowledge of the interactions among sexuality, substance use, and co-occurring disorders to develop a treatment plan to effectively treat sexual dysfunctions and promote sexual health

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-512 Prevention – 3 credits

Addiction and mental illness share many common risk factors, and prevention efforts can be powerful interventions to delay the onset and reduce the severity of both types of disorders. This course explores evidence-

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based prevention interventions that can be implemented across the continuum of care as well as across the lifespan. Students will be prepared to design, implement, and evaluate comprehensive prevention efforts that respond to the assessed needs and cultural, developmental, and gender considerations of individuals, families, and communities. This course also explores the concept of resilience and the prevention of co-occurring disorders through the development of healthy lifestyle choices and a supportive community.

*Learning outcomes include:*

- Evaluate primary, secondary, and tertiary prevention efforts to reduce onset, incidence, severity, and disability associated with co-occurring disorders
- Explore universal, selective, and indicated interventions to reduce harm associated with co-occurring disorders in the general population and individuals at risk
- Synthesize risk and protective factors in individuals, groups, and communities to enhance resilience and promote public health
- Identify interventions to prevent specific mental, chemical, and physical health problems, including communicable diseases and tobacco use
- Consider cultural and developmental factors in design and implementation of prevention interventions
- Synthesize information to determine relevant and appropriate evidence-based interventions that consider location conditions and related factors

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

### IR-513 Advanced Motivational Interviewing – 3 credits

Individuals with co-occurring disorders often present for services with different levels of motivation to address their substance use and mental health issues. These clients may not initially be motivated to abstain from chemical use or to effectively manage the symptoms and consequences of their co-occurring conditions. In this course, students will advance their skills in utilizing motivational interviewing theory and techniques, both in the assessment process and as a general counseling style, to help clients achieve and sustain ongoing recovery from co-occurring disorders. Students will apply

motivational interviewing theory and skills to work with specific populations of individuals with co-occurring disorders, including adolescents, criminal justice populations, and culturally and economically diverse clients.

*Learning outcomes include:*

- Apply the theory and methods of motivational interviewing to the therapeutic relationship with clients with co-occurring disorders
- Utilize motivational interviewing principles and techniques in assessment of co-occurring disorders
- Apply motivational interviewing in phases of treatment to build and strengthen motivation for and commitment to change
- Demonstrate specific motivational interviewing skills to respond to resistance and overcome obstacles to recovery
- Utilize harm reduction and abstinence-based principles and techniques to support overall wellness and movement through recovery from co-occurring disorders
- Apply the transtheoretical stages of change model to select appropriate interventions for clients with co-occurring disorders
- Synthesize motivational interviewing techniques with other evidence-based approaches to improve patient outcomes

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

### IR-514 Advanced Cognitive Behavioral Therapy – 3 credits

Cognitive Behavioral Therapy (CBT) has long been recognized as an effective evidence-based practice for both substance use disorders and many mental health disorders. This course provides students with advanced therapeutic skills to help clients with co-occurring disorders change maladaptive thoughts and behaviors. Students will advance their skills in psycho-education, self-monitoring, cognitive restructuring, behavioral activation, breathing and relaxation, guided imagery, problem solving, activity scheduling, and social skills training in both group and individual settings. Throughout

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the course, students will deepen their understanding of advanced CBT practice including providing the rationale for treatment, orienting the client to CBT, setting goals and creating a treatment plan with the client, creating session agendas, and utilizing homework to promote client progress between therapy sessions.

*Learning outcomes include:*

- Apply the cognitive behavioral model and approach to the therapeutic relationship with clients with co-occurring disorders
- Conceptualize, plan, and structure group and individual interventions for clients with co-occurring disorders
- Utilize a variety of CBT techniques to educate clients about co-occurring disorders and to help clients manage thoughts, beliefs, emotions, behaviors, and crises that contribute to symptoms
- Utilize CBT applications designed for substance use disorders and co-occurring depression, bipolar, anxiety, psychotic, trauma-related, personality, and eating disorders
- Apply cognitive behavioral relapse prevention methods to co-occurring disorders
- Synthesize CBT techniques with other evidence based approaches to improve patient outcomes

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-515 Advanced Twelve Step Facilitation – 3 credits

Twelve Step Facilitation (TSF) is a brief, structured, evidence-based practice that was originally designed to actively engage clients with substance use disorders in abstinence-based Twelve Step groups such as Alcoholics Anonymous. Students will advance their skills in this approach and examine their application to clients with co-occurring disorders. Students will deepen their understanding of the history and traditions of Twelve Step programs, as well as the research supporting this model, to provide context to the TSF approach. Students will learn and practice interventions designed to help clients achieve and sustain recovery from both addiction and mental health issues that influence mind, body, and spirit.

*Learning outcomes include:*

- Implement the TSF approach through client education and active, supportive interventions such as therapeutic confrontation of denial and other potential blocks to recovery
- Evaluate the research on Twelve Step Facilitation as an evidence-based treatment
- Utilize TSF techniques to monitor and facilitate client attendance at both single purpose and dual diagnosis self-help groups
- Apply basic principles of Twelve Step groups such as acceptance, willingness, fellowship, and service to therapy for clients with co-occurring disorders
- Utilize TSF techniques to help clients with co-occurring disorders work and conceptually understand the Steps and related principles
- Address the concept of spirituality in clients with co-occurring disorders
- Integrate Twelve Step literature and principles into clinical practice

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-516 Co-Occurring Disorders in Children and Adolescents – 3 credits

In this course, students will learn to manage the needs of children and adolescents with co-occurring disorders, while involving their support system in all aspects of care. Students will apply ethical and legal standards in designing culturally- and developmentally-appropriate service delivery methods and treatment approaches.

*Learning outcomes include:*

- Developing a safe, genuine, and effective therapeutic relationship with children, adolescents, and their support systems
- Analyzing adolescent drug trends and epidemiology of co-occurring disorders in children and adolescents to inform prevention and intervention practices
- Analyzing clinical presentation to practice assess, diagnose, and develop treatment plans to meet the



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unique biopsychosocial needs of children and adolescents

- Integrating developmental models with treatment interventions
- Implementing evidence-based, culturally-relevant treatment techniques and service plans for individuals and groups of children and adolescents with co-occurring disorders and their families

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

### IR-517 Eating Disorders – 3 credits

Eating disorders frequently co-occur with substance use disorders and result in physical and psychological complications that require integrated assessment and intervention. Patients typically benefit from a positive therapeutic alliance, education, and support around nutrition and exercise. In this course, students will learn to utilize a patient-centered, strengths-based approach to integrated service provision for patients with substance use and co-occurring eating disorders. The biopsychosocial causes and consequences of eating and substance use disorders will be examined. Multicultural and developmental considerations are also addressed, as well as the impact on social systems and strategies to promote holistic wellness.

*Learning outcomes include:*

- Analyzing the epidemiology, etiology, and course of eating disorders and their co-occurrence with substance use
- Creating a supportive, empathic therapeutic alliance with individuals with disordered eating patterns and body image concerns
- Utilizing validated assessment techniques to determine level of care and identify appropriate interventions for patients with substance use disorders and co-occurring eating disorders, including anorexia, bulimia, binge eating disorder, and symptom presentations that could be diagnosed as other-specified or unspecified eating disorders
- Utilizing appropriate biopsychosocial treatment approaches for individuals with substance use disorders and co-occurring eating disorders

- Providing psychoeducation around nutrition, exercise, and wellness practices that promote physical, mental, and chemical health
- Utilizing collaboration and referral to promote management of medical complications of substance use and eating disorders
- Integrating cultural perspectives and the special needs of women, men, adolescents, and families into service provision for patients with substance use disorders and co-occurring eating disorders
- Integrating diverse care planning methods and interventions to address assessed problems.

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

### IR-518 Co-Occurring Disorders in Older Adults – 3 credits

The aging process presents developmental challenges across the spectrum including inevitable changes in work, family, social life and health status, functioning and mobility. Substance use among the elderly may exacerbate preexisting mental health problems as well as complicate treatment for physical health problems. Students will increase awareness of the health; mental health and substance use trends among older adults and examine possible etiology of the common disorders. Students will better understand the psychological, socio-cultural and biological changes that are associated with the aging process and the common substance use and mental health challenges faced by older adults. Long term care, end of life and grief are discussed as well as the changing roles of family members and the need for caregiver support. Students will explore personal and cultural attitudes toward aging and how these attitudes impact mental health and substance use as well as treatment effectiveness. This course will emphasize a collaborative, recovery oriented model of assessment and treatment that helps students identify and support predictors of resiliency and healthy aging. Students will advance their skills in utilizing evidence based interventions to prevent, assess and manage co-occurring disorders in older adults with a systemic emphasis including social, generational, community, family, and cultural systems as a point of intervention for psychological health and wellness are included.



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*Learning outcomes include:*

- Analyze drug use trends and epidemiology of mental health, substance use, and medical disorders in older adults
- Identify techniques for the prevention of co-occurring disorders in older adults
- Apply evidence to the provision of integrated counseling and case management services for older adults
- Examine models of medical, social and community systems to provide comprehensive care for older adults
- Integrate into counseling practice various cultural factors and generational differences that influence care utilization and treatment response in older adults

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-519 Grief, Loss, and Death – 3 credits

The process of grief, the effects of various losses, and the understanding of and fears related to death are experiences that can complicate both the onset and maintenance of recovery. This course addresses the skills counselors need in order to effectively and meaningfully address issues associated with the grief process, the experience of loss, as well as the concepts and realities of death as experienced across the lifespan. Students will examine how grief and loss are experienced in the context of co-occurring disorders. Students will explore how personal conceptualizations of death interact with counseling dynamics. Students will critique the development of grief counseling and the evolution of social constructs related to discussions of death. Students will develop skills in assessing the role grief may play in the initiation of recovery and in the onset of relapse. Students will contrast the differences in how adults and children experience grief and will develop methods for appropriately adjusting counseling techniques to address those differences.

*Learning outcomes include:*

- Analyze how grief interacts with addiction recovery and relapse

- Analyze how grief interacts with common mental health issues
- Distinguish how individuals experience grief, loss, bereavement and death across the lifespan
- Explain the dynamics that contribute to unresolved grief
- Delineate the roles of resolution and acceptance in the grieving process
- Assess how perceptions of death aid or restrict the process of grief
- Critique societal definitions of grief, loss, and death
- Examine the interactions between the therapist's personal definition of death and the process of grief counseling

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-520 Behavioral Healthcare Administration – 3 credits

For administrators working in settings serving clients with co-occurring disorders, effective management skills are invaluable in promoting the integration of mental health and substance use disorder systems to provide comprehensive, continuous care. This course will guide students to better understand and navigate the behavioral health care system in the United States, and to manage, inspire, and supervise other professionals in the field. Students will develop essential communication, leadership, and managerial skills to effectively plan, implement, financially sustain, and continuously improve programs serving patients with co-occurring disorders.

*Learning outcomes include:*

- Evaluate the state of the national health care system, patient characteristics, evidence-based practices, and reimbursement for services to practice effective behavioral health care administration
- Apply best practices for strategic planning to essential business areas including marketing, financial management, and clinical operations
- Promote service innovation and integration through effective planning, decision making, process improvement, and training

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- Establish a personal model of leadership based on the evaluation and synthesis of validated models of leadership
- Apply evidence-based practices of human resource management to promote employee engagement as a means of improving outcomes for patients
- Integrate legal, sociocultural, technological, and ethical considerations into administrative practices

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-606 Introduction to Professional Co-Occurring Disorders Counseling – 3 credits

In this course, students are introduced to the helping relationship by examining methods of patient engagement, empathic response, personal boundaries, and professional standards. Students learn techniques in creating and maintaining a safe, welcoming therapeutic alliance with patients and collaborating with patients, families, and support systems. This course provides an orientation to evidence-based methods of mental health and addiction counseling, including a history of the counseling profession and counselor roles, functions, scope of practice, and ethical expectations. Students begin to conceptualize how counselors working from an integrated behavioral health model can best collaborate with patients, families, and other professionals to ensure appropriate services across the continuum of care and within communities. Part of this course is a residency experience on the Hazelden Betty Ford Foundation campus in Center City, Minnesota. During this experience, students will practice introductory counseling skills and basic motivational interviewing, cognitive-behavioral, and twelve-step facilitation techniques.

Active participation in a 4-day on-site residency is required for the successful completion of this course. Each student is responsible to cover expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and meals.

##### *Learning outcomes include:*

- Creating and maintaining a quality therapeutic alliance to facilitate a collaborative and effective therapeutic environment
- Articulating the history of and current trends in the counseling profession

- Synthesizing and applying evidence-based prevention and intervention methods and common models of mental health and addiction counseling
- Implementing professional practices that are consistent with ethical and legal guidelines related to issues such as personal and professional boundaries, scope of practice, consultation, referral, and supervision
- Preparing for professional issues related to licensing, credentialing, reimbursement for services, and managed care
- Demonstrating mastery of introductory counseling skills such as expressing empathy and active listening
- Practicing evidence-based therapeutic techniques that match patients' stage of change and emphasize individual strengths
- Analyzing and differentiating ways that culture impacts the delivery of evidence based practices, therapeutic alliances and clinical professionalism

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-607 Medical Issues, Psychopharmacology, and Medication Management – 4 credits

This course explores the complex interactions among addiction, mental health, physical health, and psychopharmacology. Students will learn to conceptualize the nature of these interactions and to use these conceptualizations to inform treatment planning. Students will classify and understand the indications, contraindications, and side effects of commonly prescribed medications for addiction and mental health. Evidence-based approaches to medication management will also be discussed. This course will provide instruction on working effectively as a counselor on an integrated team of treatment providers that includes medical professionals.

##### *Learning outcomes include:*

- Analyzing interactions among substance use, addiction, mental health, physical health, and psychopharmacology

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- Integrating the uses, side effects, and classifications of commonly prescribed psychopharmacological medications
- Assessing intoxication and withdrawal from psychoactive substances, as well as the potential toxicity of the substance use
- Synthesizing assessment data to develop a treatment plan that addresses addiction, mental health, and physical health
- Demonstrating the capacity to function well as a member of an interdisciplinary team of treatment providers
- Recognizing and incorporating culturally competent practices when considering psychopharmacological interventions

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-609 Etiology, Screening and Assessment of Co-Occurring Disorders – 3 credits

Students in this course will learn evidence-based, culturally-sensitive methods of screening and diagnostic assessment of mental health and addictive disorders. The course examines signs and symptoms of these conditions and the complex relationships among mental, physical, behavioral, and substance use health issues. Students will take a biopsychosocial approach to assessment of individual and relationship functioning, differential diagnosis using the most current edition of the Diagnostic and Statistical Manual, and basic developmental psychopathology to clinically evaluate presenting problems, stages of change, and risk. The course involves an examination of a variety of screening and assessment tools in order to inform level of care considerations and treatment planning. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

##### *Learning Outcomes:*

- Gathering and synthesizing information regarding signs and symptoms of mental health and substance use disorders

- Utilizing principles of developmental psychopathology to understand the etiology and projected course of mental health and substance use disorders
- Analyzing interactions between substance-related and mental health symptoms to differentiate among diagnostic categories
- Utilizing evidence-based screening and assessment tools to establish diagnosis, determine stage of change, and identify relevant sociocultural and spiritual issues
- Documenting and communicating assessment results with a team of collaborating professionals to establish level of care and an appropriate service plan

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-705 Culturally-Responsive Co-Occurring Disorders Counseling – 3 credits

This course addresses individual differences in culture and ethnicity as key considerations in planning and implementing treatment approaches for individuals with co-occurring disorders. Populations include aging adults, people with physical disabilities, sexual minorities, and people from a variety of cultural and ethnic backgrounds. This course increases students' awareness, knowledge and skills needed to work with diverse populations in a competent manner. The course also addresses advocacy issues, historical trauma, resilience, spirituality, collaboration with family and community networks, and the effects of privilege and oppression by exploring the literature and theories regarding appropriate services for special populations. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

##### *Learning outcomes include:*

- Analyzing the interplay of culture, mental health, and chemical dependency
- Utilizing culturally-appropriate, evidence based approaches to counseling activities such as prevention, intervention, and assessment

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- Integrating theoretical constructs and empirical findings into a strengths-based model of service for culturally diverse individuals, families, and communities
- Appreciating the impact of racism, discrimination, sexism, privilege, political climate, and oppression on mental health and chemical dependency
- Promoting the availability of and access to culturally-sensitive mental health and chemical dependency services through public advocacy

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-706 Crisis and Trauma – 3 credits

This course provides a comprehensive overview of prevention and management of crisis and trauma. Students will acquire knowledge and skills needed to assess and assist individuals who have experienced trauma, as well as individuals involved in medical, environmental, psychological, and situational crises. The course addresses the complex relationships among chemical use, crisis, and trauma, as well as a variety of therapeutic interventions including individual and group counseling, medical services, and mobilization of community resources. Students will learn to apply empirically-supported theories and methods that foster healing, reduce harm, honor cultural diversity, and promote resilience. Ethical and legal issues related to crisis management and trauma-informed services will be highlighted throughout the course. Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

##### *Learning outcomes include:*

- Utilizing culturally-appropriate, evidence-based assessment tools to assess patient risk for suicide, self-harm, and violence, and to identify traumatic experiences and their physical, psychosocial, and behavioral effects
- Synthesizing assessment data and principles of crisis intervention to inform planning and implementation of crisis prevention and management techniques

- Creating and implementing effective crisis prevention and intervention plans, as well as appropriate debriefing and follow-up procedures for individuals involved in crisis situations
- Collecting, analyzing, and synthesizing assessment and diagnostic data to develop individualized treatment and continuing care plans
- Implementing evidence-based counseling strategies to address immediate and long-term reactions to trauma experiences
- Collaborating with emergency management systems, healthcare organizations, communities, and professionals in medicine, mental health, and addiction treatment services

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-707 Family Psychoeducation and Counseling for Co-Occurring Disorders – 3 credits

This course provides a conceptualization of addiction and mental health issues from a systemic perspective. Family counseling approaches are discussed and analyzed with an emphasis on their application to treating addiction and mental health problems. The relevance of psychoeducation in treating co-occurring disorders is highlighted. Research exploring the efficacy of using family counseling and psychoeducation to treat a wide variety of clinical problems is synthesized alongside a discussion of theory and practice.

##### *Learning outcomes include:*

- Integrating knowledge of systems theory, evidence-based practices, and effective therapeutic relationships to produce positive patient outcomes in couples and family counseling
- Educating patients' support systems about the symptoms of co-occurring disorders, the social effects of these disorders, and the recovery process
- Developing awareness of the impact of co-occurring disorders and the recovery process for family members at various states of family lifecycle development



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- Collaborating with the individual's support systems in the assessment, treatment planning, and recovery processes
- Applying knowledge of family counseling and psychoeducation to public advocacy and resource development in support of quality, accessible, integrated services, while promoting self-advocacy and empowerment in patients and their support systems
- Synthesizing an understanding of risk and resilience factors associated with co-occurring disorders to formulate prevention programs for families and communities

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-708 Group Counseling for Co-Occurring Disorders – 3 credits

This course critically examines group counseling approaches as applied to addiction and mental health issues. Evaluative research exploring different group approaches to treating co-occurring disorders is synthesized within a discussion of theory and practice. Ethical considerations, multi-cultural understanding, assessment procedures, and therapist roles and responsibilities are analyzed and applied to clinical situations.

Active participation in a 4-day on-site residency is required for the successful completion of this course. Each student is responsible to cover expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and meals.

##### *Learning outcomes include:*

- Synthesizing knowledge of substance use and mental health disorders, group dynamics, group process, and evidence-based practice in group counseling to produce positive patient outcomes
- Evaluating the appropriateness of patients for specific counseling groups spanning the continuum of care
- Assessing the effectiveness of group interventions
- Implementing strategies and techniques that are congruent with the group's stage of development and stage of change

- Analyzing the influence of culture in a group setting

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-815 Synthesis: Integrated Recovery – 1 credit

This summative experience provides an opportunity for students to synthesize their learning from the Integrated Recovery for Co-Occurring Disorders program. This course culminates in a residency experience on the Hazelden Betty Ford Foundation campus in Center City, Minnesota. During this experience, students will present an original case study of a fictionalized patient with co-occurring disorders. Through the presentation, students will demonstrate their knowledge and application of evidence-based skills in the domains of therapeutic alliance, ethics, assessment, care planning, and professional counseling.

Active participation in a 3-day on-site residency is required for the successful completion of this course. Each student is responsible to cover expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and meals.

##### *Learning outcomes include:*

- Describe the process of establishing and maintaining a hopeful, empowering, and collaborative therapeutic alliance with patients with co-occurring disorders
- Apply appropriate assessment and evaluation methods with patients with co-occurring disorders
- Create a plan for service provision that addresses the patient's unique needs in a comprehensive, integrated fashion through care planning, collaboration, consultation, and referral
- Integrate diverse factors in addressing the needs of patients with co-occurring disorders, including family and cultural factors, developmental factors, employment and housing, and medication management
- Synthesize evidence-based, culturally-responsive group and individual counseling methods for patients with co-occurring disorders
- Synthesize and apply phases of development for the professional counselor



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- Examine cultural and professional issues that bear on helping and counseling professions
- Evaluate factors associated with exhaustion and disengagement and delineate strategies of self-care
- Integrate knowledge in applying assessment and diagnostic strategies, evidence-based practices, as well as research and evaluation in the treatment of co-occurring disorders

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures a proctor who requires a fee, the fee is the responsibility of the student.

#### IR-825 Clinical Internship – 3 credits (Grading: Pass/Fail)

This 300-hour internship builds on clinical skills and knowledge in treating addiction, mental health, and other co-occurring conditions. Interns will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. In addition to weekly onsite supervision, students will attend weekly synchronous online group supervision with a faculty member from the school. Each student is required to maintain a log of clinical hours. Students are responsible for communicating their individual credentialing needs to the course instructor. Students may complete up to a total of 12 credits of this course.

#### *Learning outcomes include:*

- Strengthen skills in screening for and assessing the extent and severity of addiction, mental health, and/or other co-occurring conditions
- Expand skills to address the prevention and management of patient crises
  - Develop greater skill in treatment and recovery planning that is designed to sustain long-term recovery from addiction and mental health disorders
  - Demonstrate competence in implementing theory and evidence-based treatment approaches found to be effective for the treatment of addiction, mental health, and/or other co-occurring disorders
  - Increase capacity to prioritize and coordinate complex clinical case services

- Develop and maintain therapeutic relationships to enhance patients' motivation to change
- Facilitate a process of change, by addressing critical factors such as familial, environmental, and systemic issues
- Strengthen effectiveness for treating family and systemic issues as key factors in therapeutic change and community adjustment
- Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
- Collaborate with families and other stakeholders to coordinate services that match the individualized needs of patients
- Establish referral and collegial relationships with professionals across a multidisciplinary spectrum (psychiatry, primary care, psychology, social work, etc.)
- Educate patients, support systems, and communities, as relevant, about topics critical to recovery from addiction and mental health disorders
- Maintain patient records and reports through application of effective documentation skills
- Maintain, evaluate, and promote professional and ethical standards of behavior and practice
- Strengthen professional identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
- Apply patient feedback, research, and other data to improve clinical services and outcomes
- Develop and utilize the strategy of self-care to address stress-related issues relative to professional roles and responsibilities
- Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Online courses use a wide variety of assignments to assess student learning. When exams are utilized, students are required to follow the proctored examination policy as listed in the College Catalog and Student Handbook. If a student secures

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a proctor who requires a fee, the fee is the responsibility of the student.

Note: Students who register for IR-825 Internship will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

## Administration, Faculty, and Staff

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## Administration and Core Faculty

### Mark Mishek, JD

*President*

- JD, University of Minnesota Law School, 1977
- BA, University of Minnesota, English, 1974

#### **Academic Contributions**

President Mishek's academic interests include the history and systems of addiction treatment, healthcare reform, and healthcare parity for alcohol and drug dependence. He is a Distinguished Lecturer in the Graduate School and has also served as an adjunct professor of law at the University of Minnesota Law School and the William Mitchell College of Law.

#### **Leadership and Service**

As President of the Graduate School, Mr. Mishek has lead faculty, students, and staff in far-reaching strategic initiatives that have expanded school facilities and resources, advanced technological innovations, and enhanced academic effectiveness. In addition to his role as the Graduate School's President, Mr. Mishek is the Chief Executive Officer of the larger Hazelden Betty Ford Foundation. Prior to joining Hazelden Betty Ford, Mr. Mishek served as President of United Hospital and Senior Vice President of Allina Hospitals and Clinics in Minnesota.

### Valerie Slaymaker, PhD, LP

*Chief Academic Officer and Provost*

- PhD, University of Nebraska–Lincoln, Clinical Psychology, 1999
- MA, Mankato State University, Clinical Psychology, 1993
- BA, University of Minnesota–Duluth, Psychology, 1991

#### **Academic Contributions**

Dr. Slaymaker is a scientist-practitioner who conducts scholastic and clinical research on a variety of addiction-related topics. Her interests include treatment research, academic program evaluation, mechanisms of change, and the implementation of evidence-based practices into clinical and educational programming.

#### **Leadership and Service**

Dr. Slaymaker has served as the Chief Academic Officer and Provost of the Hazelden Betty Ford Graduate School of Addiction Studies since October of 2008. At the Graduate School, Dr. Slaymaker has concentrated her efforts on building academic capacity, diversifying the faculty and student body, and implementing advanced technology to improve the educational experience of

students. Prior to her current position, Dr. Slaymaker served for eight years as the Executive Director of the Butler Center for Research at Hazelden Betty Ford Foundation. She began her career at Hazelden Betty Ford Foundation as a clinical psychologist providing direct clinical care for adults on the Center City, Minnesota, campus.

### Timothy Sheehan, PhD

*Professor and Director of Institutional Effectiveness*

- PhD, The Fielding Institute, Clinical Psychology, 1989
- MS, Minnesota State University–Mankato, Rehabilitation Counseling, 1974
- BA, Metropolitan State University, Human Services, 1973

#### **Academic Contributions**

Dr. Sheehan was instrumental in establishing the Hazelden Betty Ford Graduate School of Addiction Studies. He assembled the faculty, developed the school's academic model, secured degree-granting status, and worked to obtain regional accreditation. He served as the Graduate School's first Dean and later as Provost. Dr. Sheehan has published numerous articles and self-help materials, presented to national and international audiences, served on editorial boards, and consulted with colleges and universities.

#### **Leadership and Service**

Dr. Sheehan has served in a number of leadership roles during his tenure with the Hazelden Betty Ford Foundation, including Executive Director and Senior Vice President. Contributions have included pioneering co-occurring disorder services; administering a multi-site substance dependence treatment system for adults, youth, and families; and establishing outpatient mental health clinics for co-occurring disorders.

### Roy Thomas Kammer, EdD, LADC, ADCR-MN, CPPR, LPC (SD), NCC

*Dean*

- EdD, University of South Dakota, Educational Administration, Adult and Higher Education, 2008
- MA, Mount Marty College, Pastoral Ministries, 2002
- MA, University of South Dakota, Educational Psychology and Counseling, Student Affairs Practice in Higher Education, 2000
- BS, University of South Dakota, Allied Health, Alcohol and Drug Abuse Studies, 1998

## Administration, Faculty, and Staff

**Academic Contributions**

Dr. Kammer is an academician with a true passion for integrating student and academic affairs in higher education. His scholarly activity has focused on mission-based provision of collegiate mental health services, outsourcing of collegiate mental health services, collegiate-specific co-occurring disorders, alcohol and other drug policy development and implementation, faculty and staff norms and perceptions of collegiate substance use, and college student behavioral consultation.

**Leadership and Service**

Dr. Kammer was named the Dean of the Hazelden Betty Ford Graduate School of Addiction Studies in July 2013. Prior to his role as Dean, Dr. Kammer served as the Program Director of the Alcohol and Drug Studies Program at Minnesota State University, Mankato. Dr. Kammer began his career at the University of South Dakota, coordinating prevention services, coordinating a crisis response team, providing collegiate mental health counseling, and providing collegiate and community-based substance abuse treatment.

Dr. Kammer currently serves in various local and regions leadership and service roles including the Minnesota Certification Board, The Network Addressing Collegiate Alcohol and Other Drug Issues, Greater Minnesota Association of Addiction Professionals, the Board of Behavioral Health and Therapy Tiered Licensure Workgroup, and the Minnesota Evidence-based Practices Workgroup. He has also served on various advisory boards for treatment centers, drug courts, recovery community organizations, and other professional organizations.

**Stephen Delisi, MD, DABAM, FASAM**

*Assistant Dean*

- Physician Leadership College, St Thomas University - Opus College of Business, 2016
- Board Certified by American Board of Addiction Medicine, 2012
- Board Certified by American Board of Psychiatry and Neurology, 2002, 2012
- Resident, Department of Psychiatry, Rush Medical Center - Chicago, 2001
- Neuroscience Fellowship – NARSAD - Loyola University - Chicago, 1997
- MD, Loyola University Medical Center – Chicago, Medicine, 1994

- BA, University of Illinois – Urbana Champaign, Biology & Psychology, 1990

**Academic Contributions**

Dr. Delisi has previously held positions as Associate Director of the Psychiatric Residency Program at Rush Medical Center, and Associate Director of the Chicago Board Review Course. He has held faculty positions with Rush Medical Center and more recently with the Hazelden Betty Ford Graduate School of Addiction Studies. Dr. Delisi has co-authored 28 presentations and published abstracts, many of which focus on mindfulness-based treatment. He has also co-authored three publications, two of which are supported by the National Alliance for Research on Schizophrenia and Depression (NARSAD).

**Leadership and Service**

Dr. Delisi graduated in 2001 from Rush University Medical Center in Chicago, Illinois. There he served as chief resident in the Psychiatric Residency Program. He also participated in a Neuroscience Research Fellowship from Loyola University, Chicago and was awarded a NARSAD Young Investigator Award. Dr. Delisi served as Director of Psychiatric Services at Rush Behavioral Health-DuPage, Associate Director of the Psychiatric Residency Program at Rush, and Associate Director of the Chicago Board Review Course. Prior to joining the Hazelden Betty Ford Graduate School of Addiction Studies as the Assistant Dean, Dr. Delisi served as the Midwest Regional Medical Director for HBFF. Dr. Delisi's fields of interest include psychopharmacology, assessment and treatment of co-occurring SUD and MH disorders, neurobiology of addiction, mindfulness-based cognitive therapy for depression and addiction, and adaptive leadership. He is also active in community support and public advocacy to improve care delivery for individuals struggling with addiction and mental illnesses.

**La Keita Carter, PsyD**

*Associate Professor*

- PsyD, Loyola University, Maryland, Clinical Psychology, 2009
- MS, Loyola University, Maryland, Clinical Psychology, 2005
- BA, Temple University, Philadelphia, Psychology, 2003

**Academic Contributions**

Trained as a clinical psychologist, Dr. Carter's clinical interests include co-occurring disorders, diversity factors that present barriers to initiating and/or maintaining treatment, trauma (specifically female rape survivors),



## Administration, Faculty, and Staff

relationship difficulties, and women's issues. Her research interests include supervision and training, cultural competence of mental health professionals and trainees, and trauma.

### **Leadership and Service**

Dr. Carter is a licensed psychologist who joined the Hazelden Betty Ford Graduate School of Addiction Studies in September 2014. As an assistant professor, Dr. Carter serves as the clinical placement coordinator for online students at the Hazelden Betty Ford Graduate School of Addiction Studies in addition to her involvement in teaching, supervision, advising, and research.

### **David Chastain, PhD**

*Assistant Professor*

- PhD, Capella University, Minneapolis, Counseling, 2014 Graduation with Distinction
- MA, Skidmore College, Saratoga Springs, Addiction Studies, 2005
- BA, Northeastern Illinois University, Chicago, IL, Social Services for Adolescents, 1984

### **Academic Contributions**

Dr. Chastain has a PhD in counseling and an MA in addiction studies with academic and research interests in grief and in the variety of pathways that take people into recovery.

### **Leadership and Service**

Dr. Chastain joined the Hazelden Betty Ford Graduate School of Addiction Studies in July of 2014. As an assistant professor, in addition to his involvement in teaching, supervision, advising, and research, Dr. Chastain coordinates clinical practicum and internship placements for on-campus students at the Hazelden Betty Ford Graduate School of Addiction Studies.

Dr. Chastain lectures both within the graduate school and at conferences on the role of grief as a barrier to recovery and as a relapse factor. In addition, he also provides lectures on the pathways of recovery.

### **Daniel Frigo, PhD, LP, LICSW**

*Professor*

- PhD, Washington University in St. Louis, Social Work, 1982
- MSW, Washington University in St. Louis, Social Work, 1979

### **Academic Contributions**

Dr. Frigo is an academician who trained and practiced as a clinical social worker. He has taught graduate students for 18 years and received three awards for excellence in

teaching at Washington University in St. Louis, Missouri, where he taught for 12 years. Dr. Frigo's academic and research interests include evidence-based practices in addiction and mental health treatment, post-traumatic stress disorder, and the therapeutic alliance.

### **Leadership and Service**

Dr. Frigo served as Dean of the Hazelden Betty Ford Graduate School of Addiction Studies from June of 2010 to July 2013. As Dean, he took a student-centered approach, and worked to ensure a quality educational experience for students. Prior to his role as Dean, Dr. Frigo was an Associate Professor at the Hazelden Betty Ford Graduate School of Addiction Studies for five years.

Dr. Frigo practiced as a licensed clinical social worker for 19 years. He specialized in chemical dependence and mental health services for adolescents, adults, and physicians in recovery. He provided leadership on several state legislative efforts that affected the licensure of social workers and participated as an officer in the Missouri Society for Clinical Social Work.

### **Brenda Frye, PhD**

*Associate Professor*

- PhD, Palo Alto University, Clinical Psychology with Forensic Emphasis, 2004
- MS, Palo Alto University, Clinical Psychology with Forensic Emphasis, 2002
- M.Ed. University of Minnesota, Youth Development Leadership, 1998
- BA, University of Minnesota, Psychology, 1995

### **Academic Contributions**

Dr. Frye has a PhD in clinical psychology with academic interests in research methods, group psychotherapy and counseling, lifespan development, and adolescent psychology, and research interests in adolescent risk and decision making, trauma and sexual offending, cognition and perception, anxiety and substance use disorders, multicultural competence and evidence based interventions.

### **Leadership and Service**

Dr. Frye joined the Hazelden Betty Ford Graduate School of Addiction Studies in July of 2014. As an assistant professor, she is involved in teaching, supervision, advising, program evaluation and research.

Dr. Frye specializes in psychodynamic and analytic therapy, cognitive behavioral therapy, motivational interviewing and helping children and adolescents overcome the painful effect of experiencing traumatic life events. She also has specialized in problematic sexual behaviors among both adolescents and adults. She is

## Administration, Faculty, and Staff

also the faculty sponsor for the Multicultural Association of Student Counselors (MASC).

### **Zachary Hansen, EdD**

*Assistant Professor*

- EdD, Minnesota State University, Mankato (MSU), Mankato, MN, 2015
- MS, St. Cloud State, Minnesota, Mental Health Counseling, 2009
- BS, College of St. Scholastica, Minnesota, Psychology, 2007

#### **Academic Contributions**

Dr. Hansen has completed his Doctorate in Counselor Education and Supervision (Ed.D.). Academic and research interests include clinical supervision, adolescent treatment, the use of intuition in counseling, and existential theory.

#### **Leadership and Service**

Dr. Hansen joined the Hazelden Betty Ford Graduate School of Addiction Studies in July 2015. Previously, he was the Coordinator of the Alcohol and Drug Studies Program and Assistant Professor at Minnesota State University, Mankato. In addition to teaching, he is involved in advising, supervision, and research.

### **Jorja Jamison, PhD, LP**

*Assistant Professor*

- PhD, University of Illinois - Urbana Champaign, Counseling Psychology, 2010
- MS, University of Illinois--Urbana Champaign, Educational Psychology, 2007
- BA, University of North Carolina - Chapel Hill, Latin Language and Literature, 1995

#### **Academic Contributions**

Dr. Jamison has a PhD in counseling psychology with academic and research interests in lesbian, gay, bisexual, and transgender (LGBT) issues, psychometric validation of a disclosure questionnaire, and Latina healthcare services.

#### **Leadership and Service**

Dr. Jamison joined the Hazelden Betty Ford Graduate School of Addiction Studies in August of 2012. As an assistant professor, she is involved in teaching, advising, supervision, and research.

Dr. Jamison specializes in adolescent addiction, vocational issues for recovering individuals, and addiction within the LGBT community.

### **Michael Tkach, PsyD, LP**

*Assistant Professor*

- PsyD, Minnesota School of Professional Psychology at Argosy University – Eagan, MN, Clinical Psychology, 2015
- MA, Argosy University – Eagan, MN, Clinical Psychology, 2011
- BA, Metropolitan State University - St. Paul, MN, Psychology, 2009

#### **Academic Contributions**

Dr. Tkach previously served as an adjunct faculty member for the Minnesota School of Professional Psychology, has been a guest lecture at several universities and colleges, and has experience utilizing accelerated learning techniques in training new employees as well as measuring training outcomes using industrial/organizational psychology applications in commercial settings.

#### **Leadership and Service**

Dr. Tkach joined the Hazelden Betty Ford Graduate School of Addiction Studies in August of 2016. As an assistant professor, he is involved in teaching, advising, supervision, and research.

Dr. Tkach's clinical experiences include college counseling centers, hospital/neuropsychology unit, community mental health, and short-term residential crisis. He is a licensed psychologist with the state of Minnesota.

## **Emeritus Faculty**

### **Eileen McCabe O'Mara, EdD**

*Professor Emeriti*

- EdD, Fairleigh Dickinson University, Counseling, Addiction, and Work, 1985
- MS, California State University at Los Angeles, Community College Counseling, 1967
- BS, New York University, Business and Education, 1964

Dr. O'Mara is a Licensed Alcohol and Drug Abuse Counselor in Minnesota. She is the former Assistant Dean of the Hazelden Betty Ford Graduate School of Addiction Studies. She has published in the addiction counseling field and presented nationally and internationally on supervision and addiction counseling issues. Dr. O'Mara is core faculty at Capella Education Company and at the Hazelden Betty Ford Graduate School of Addiction Studies where she is Professor Emerita. Dr. O'Mara is an apprentice Healing Touch

## Administration, Faculty, and Staff

professional, integrating energy work into her counseling and supervision.

## Research Faculty

### Audrey Klein, PhD

*Assistant Research Professor*

- PhD, Case Western Reserve University, Cognitive/Experimental Psychology, 1999
- MA, Case Western Reserve University, Cleveland, OH, Cognitive Psychology, 1997
- BA, Kenyon College, Gambier, OH, 1994

#### **Academic Contributions**

Dr. Klein has been teaching the Research and Statistics course in the Hazelden Betty Ford Graduate School of Addiction Studies since 2008. Prior to joining the Graduate School, she taught courses in psychology at a liberal arts college in central Illinois. She has published a number of research manuscripts in peer review journals, and her current research interests focus on assessing information processing biases in alcohol dependent patients attending residential treatment.

#### **Leadership and Service**

Dr. Klein has served as Executive Director of the Butler Center for Research at Hazelden Betty Ford Foundation since April 2009. She oversees key data operations throughout the Foundation, including collection, analysis, and reporting of patient outcomes and satisfaction. She regularly conducts multivariate statistical analyses of institutional data and disseminates the results. She also oversees clinical research studies involving Hazelden Betty Ford patient samples and provides research and statistical consultation to a number of areas within the Foundation.

### Bethany Ranes, PhD

*Assistant Professor*

- PhD, Alliant International University, Fresno, Forensic Psychology, 2010
- MA, Alliant International University, Fresno, Forensic Psychology, 2008
- BA, California State University, Fresno, Psychology, 2006

#### **Academic Contributions**

Dr. Ranes has worked with a number of nonprofit and government organizations in the areas of early identification of autism spectrum disorders, establishing programs for at-risk youth, and establishing academic

programs for physician's assistants and pharmacists. Her research also includes work among soldiers with a diagnosed traumatic brain injury (TBI). Dr. Ranes will be teaching the Research and Clinical Practice course in the Hazelden Betty Ford Graduate School of Addiction Studies.

#### **Leadership and Service**

Dr. Ranes has served as the Research Scientist for the Butler Center for Research at the Hazelden Betty Ford Foundation since May 2015. She oversees research on addiction and recovery, assists with organizational outcomes, manages research projects, and assesses research outcomes.

## Adjunct Faculty

### Leslie Adair, PhD, LMFT

*Adjunct Assistant Professor*

- PhD, Fielding Graduate University, Clinical Psychology, 2010
- MA, Fielding Graduate University, Clinical Psychology, 2005
- BA, University of Manitoba, Canada, Psychology, 1990

Dr. Adair is a licensed marriage and family therapist with extensive experience in working with individuals, couples, and families. She is the Director of Mental Health Services for the Hazelden Betty Ford Foundation's youth program in Plymouth, Minnesota.

### Joseph Caravella, MA

*Adjunct Instructor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2015
- BA, International Academy of Design and Technology, Chicago, IL, Fashion Design, 2008

Mr. Caravella is a licensed alcohol and drug counselor at the Hazelden Betty Ford Foundation.

### Richard Choate, MA

*Adjunct Instructor*

- MA, St. Mary's University of Minnesota, Minneapolis, MN, 2015
- BA, Drake University, Des Moines, IA, 1975

Mr. Choate is a former chemical dependency professional at Hazelden Betty Ford Foundation in Center City, MN.

## Administration, Faculty, and Staff

**Lisa Doyle, MA***Adjunct Instructor*

- MA, University of South Dakota, Vermillion, SD, Community, Agency, and School Counseling, 1996

Ms. Doyle is an adjunct instructor of psychology at the Western State University in St. Joseph, Missouri.

**Ahmed Eid, MA, LADC***Adjunct Instructor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2012
- BS, City University of Seattle, Applied Psychology, 2010

Mr. Eid is a chemical dependency professional at Hazelden Betty Ford Foundation. His responsibilities include group and individual counseling to health care professionals. Mr. Eid also has experience working as a chemical dependency counselor in Cairo, Egypt and the Alwathba Central Prison in Abu Dhabi, UAE. His work in the prison also included the design and implementation of an 8-week therapy program for inmates.

**Heather Gallivan, PsyD***Adjunct Assistant Professor*

- PsyD, Minnesota School of Professional Psychology, Eagan, MN, 2002
- BA, University of Minnesota, Duluth, MN, 1994

Dr. Gallivan is the Clinical Director at Park Nicollet Melrose Center, an eating disorder specialty center that includes residential, day treatment, intensive outpatient and outpatient treatment programs.

**Sara Giachino, MA***Adjunct Instructor*

- MA, Kent State University, Clinical Psychology, 2000
- BS, Central Michigan University, Psychology, 1997

Ms. Giachino is a former mental health practitioner in the Mental Health Center at the Hazelden Betty Ford Foundation in Center City, Minnesota.

**Philip Hanson, PhD, LP***Adjunct Assistant Professor*

- PhD, Union Institute and University, Clinical Psychology, 1997
- MA, Goddard College, Counseling, 1976
- MDiv, Luther Theological Seminary, Pastoral Ministry, 1970

- BA, University of Minnesota, Zoology and Chemistry, 1967

Dr. Hanson has over 35 years of experience in working with people over a wide range of human problems and disorders. Psychology competencies include MI/CD dual diagnosis; suicide prevention; grief and loss; cognitive behavioral therapy; patient-centered therapy; psychosexual disorders; testing and interpretation; mental illness assessment and treatment; chemical dependence assessment and treatment; consultation; and clinical supervision.

**Courtney Kibble, MA***Adjunct Instructor*

- Doctoral Student, Clinical Psychology, The Chicago School of Professional Psychology, Chicago, IL, 2017
- MA, The Chicago School of Professional Psychology, Chicago, IL, 2013
- BA, Aurora University, Aurora, IL, 2011

Ms. Kibble is a postdoctoral resident for Mental Health Services at the Hazelden Betty Ford Foundation providing individual and group psychotherapy, and diagnostic assessments.

**Veronica Kirkland, MA***Adjunct Instructor*

- Doctoral Student, Counselor Education and Supervision, Walden University, Minneapolis, MN, 2018
- MA, Liberty University, Lynchburg, VA, 2011
- BA, Howard University, Washington, DC, 2009

Ms. Kirkland is an Early Childhood Mental Health Consultant for the Montgomery County Health and Human Services in Derwood, MD. She provides consultation services to child care providers and caregivers of pre-school age children displaying challenging behaviors.

**Nita Kordonowy, MA, LADC, NCGCII***Adjunct Assistant Professor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2006
- BA, University of Nevada–Las Vegas, Psychology, 2003

Ms. Kordonowy is the COR 12 Clinical Coordinator, with expertise in women's issues and pathological gambling. She is a licensed alcohol and drug counselor and a nationally certified gambling counselor. She is an advisor on the State of Minnesota Problem Gambling Advisory



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Board, member of Northstar Problem Gambling Alliance, and Secretary of the International Gambling Counselor Certification Board. Ms. Kordonowy has an extensive background in the field of problem gambling, providing direct patient services to pathological gamblers and developing programming, curricula, and trainings for professionals on the issue of problem and pathological gambling.

### Gerard Love, EdD

*Adjunct Professor*

- EdD, Vanderbilt University, Nashville, TN. Human Development Counseling, 1989
- MA University of Missouri, Columbia, MS. Counseling Psychology, 1985
- BA, Saint Norbert College, DePere, WI. Psychology, 1982

Dr. Love is the Director of the Master of Arts in Community Counseling Addiction at Slippery Rock University. He is the coordinator of the Collegiate Recovery Program. He developed and implemented a CACREP accredited graduate level addiction counseling program based on a professional practitioner model.

### Joseph Nowinski, PhD

*Adjunct Assistant Professor*

- PhD, University of Connecticut, 1977
- MA, Syracuse University, 1973
- BS, Hofstra University, 1967

Dr. Nowinski has an independent clinical and consulting practice. He has over 20 years of experience as an adjunct Associate Professor at the University of Connecticut and as the Supervising Psychologist at the University of Connecticut Health Center, Correctional Managed Health Care Division supervising multidisciplinary staff.

### Timothy Portinga, PsyD, LP

*Adjunct Assistant Professor*

- PsyD, University of St. Thomas, Counseling Psychology, 2005
- MA, St. Mary's University of Minnesota, Counseling Psychology, 1995
- BA, Northpark College, Psychology and Philosophy, 1991

Dr. Portinga is a licensed psychologist specializing in assessment and therapy with dual diagnosis patients. He also has competencies in clinical supervision, psychological development, Twelve Step philosophy, and oppositional patients.

### Chuck Rice, JD, LADC

*Adjunct Assistant Professor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2001
- JD, University of Connecticut School of Law, 1976
- BA, Georgetown University, Phi Beta Kappa, 1973

Mr. Rice is a licensed alcohol and drug counselor as well as a member of the Connecticut Bar. He serves as the Executive Director for Minnesota Adult Services at the Hazelden Betty Ford Foundation. He has expertise in ethical issues of addiction counseling as well as counseling within the Twelve Step Facilitation framework.

### Buster Ross, MA

*Adjunct Instructor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, Addiction Counseling, 2011
- BA, Evergreen State College, Music Business, 2008

Mr. Ross is the former LGBTQ Program Director at the Hazelden Betty Ford Foundation.

### Mark Sanstead, PhD, LP

*Adjunct Assistant Professor*

- PhD, University of Nebraska—Lincoln, Counseling Psychology, 1983
- MA, University of Nebraska—Lincoln, Counseling Psychology, 1979
- BA, Augsburg College, Psychology, 1977

Dr. Sanstead is a licensed psychologist with extensive experience in vocational assessment and career counseling. He serves as the Director of Mental Health Services for the Hazelden Betty Ford Foundation.

### Ann Schissel, PhD

*Adjunct Assistant Professor*

- PhD, University of Minnesota, Twin Cities, Minneapolis, MN, 2015
- BA, Columbia University, New York, NY, 2004

Dr. Schissel is a doctoral intern for Mental Health Services at the Hazelden Betty Ford Foundation providing individual and group psychotherapy, and diagnostic assessments.

### Laura Schwerin, PhD, MDiv, BA

*Adjunct Assistant Professor*

- PhD, Fuller School of Psychology, Pasadena, CA, Clinical Psychology, 1995



## Administration, Faculty, and Staff

- MDiv, Wartburg College, Dubuque, IA, 1981
- BA, Wartburg College, Dubuque, IA, Psychology, 1977

Dr. Schwerin is a former psychologist and manager of the Mental Health Department at Hazelden Betty Ford Foundation in Newberg, OR.

### **Joshua Seez, MSW**

*Adjunct Instructor*

- MSW, George Warren Brown School of Social Work, Washington University in St. Louis, St. Louis, Missouri, 2007
- BS, South Dakota State University, Psychology and Sociology, 2004

Mr. Seez is a clinical social worker at the Minnesota VA Health Care System in St. Cloud, MN. He provides residential rehabilitation and treatment services for veterans with mental illness, addiction, homelessness and/or psychosocial deficits.

### **Joshua Thompson, MA**

*Adjunct Instructor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2011
- BS, Grand Valley State University, Psychology, 2007

Mr. Thompson is a licensed alcohol and drug counselor at the Hazelden Betty Ford Foundation.

### **Tessa Voss, MA, LADC**

*Adjunct Instructor*

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2011
- BA, University of Minnesota, Psychology and Spanish, 2010

Ms. Voss is a chemical dependency professional at the Hazelden Betty Ford Foundation in Newberg, OR.

## **Administrative Staff**

### **Kristin Anderson-Wolff**

*Director of Online Education*

- MDiv, Bethel Seminary, 1997
- BA, University of Wisconsin Eau Claire, Broadfield Social Studies Education, 1985

Ms. Anderson-Wolff is responsible for directing the long-term and day-to-day operations of online educational initiatives. She provides vision, leadership coordination and support to faculty, administrators, and staff in the

design, delivery, and evaluation of distance learning. By driving continuous process improvement efforts, her work ensures the school delivers high-quality programming that maximizes student engagement, learning, and satisfaction.

### **Denell Belle Isle**

*Executive Assistant to Chief Academic Officer & Provost*

- Certified Professional Secretary, Professional Secretaries International (PSI), 1995
- Administration Management Certification, University of Wisconsin – Eau Claire, 1995

Ms. Belle Isle is responsible for providing high-level administrative support to the Chief Academic Officer and Provost, serving as liaison to the school's Board of Governors, and coordinating activities related to the school's accreditation, licensure and annual registrations.

### **LeAnn Brown**

*Manager of Enrollment Management and Student Services*

- MS, Minnesota State University, Mankato, Educational Leadership, 2001
- BS, St. Cloud State University, English 1998

Ms. Brown is responsible for managing the school's enrollment process, partnering with marketing and school leadership to create recruitment and persistence strategies, and providing analysis and reporting on the school's enrollment trends. She also manages all student services offered by the Graduate School and supervises student services staff members.

### **Katherine Gray**

*Student Success Coordinator*

- BA, College of St. Scholastica, Organizational Behavior, 2015

Ms. Gray is responsible for helping students and alumni identify career opportunities and navigate the job search and licensure application process. Additional responsibilities include coordinating new student orientation, assisting international students with enrollment, supporting military connected students and facilitating the Alumni Association activities.

### **Ginger Howell**

*Instructional Designer*

- PhD, Capella University, Instructional Design for Online Learning, 2014

## Administration, Faculty, and Staff

- MS, Harding University, Educational Technology, 2008
- MA, Harding University, Teaching, 2007
- BA, Harding University, Early Childhood Education, 2002

Dr. Howell works with faculty to design interactive online courses and course components utilizing research-based techniques, learning theories, engaging activities, and appropriate instructional technologies. She works to ensure that the online courses are designed to increase student engagement with the content. In addition to supporting faculty and improving line courses, Ms. Howell is available to assist students who experience technical difficulty.

### **Tashina Martinson**

*Admissions and Recruitment Specialist*

- MS, St. Cloud State University, Higher Education Administration, 2015
- BA, University of Wisconsin-Superior, English, 2013

Ms. Martinson is actively engaged in marketing and recruiting for the Graduate School. She represents the school at various outreach events and assists with the application process from inquiry to admission. Additional responsibilities include coordinating commencement.

### **Debra Mattison**

*Registrar for Student Services*

- BA, College of St. Scholastica, Sports and Recreation Management, 1989

Ms. Mattison is responsible for the administrative activities related to student enrollment, student financial aid, billing activities, immigration documentation, course scheduling, and maintenance of student records.

### **Twyla Ramsdell**

*Registrar for Administrative Services*

- BS, College of St. Catherine, Accounting, 2002

Ms. Ramsdell is responsible for providing administrative support for the Graduate School's Dean and other faculty members as well as bringing continuity to the administrative activities of the Graduate School's main office.

### **Pam Wood**

*Continuing Education Coordinator*

- BA, Business Management, Augsburg College, 1991

Ms. Wood is responsible for coordinating continuing education offerings for Hazelden Betty Ford Foundation staff and community professionals.

## **Board of Governors**

The Board of Governors is comprised of public members representing the school's key constituent communities. These accomplished leaders provide not only expertise concerning policy development, academic effectiveness, and strategic planning, but also important opportunities for linkage to the larger higher education culture and constituency.

The principle responsibility of the Board of Governors is to ensure academic freedom, school autonomy, and shared governance. As an institution of higher learning within a large non-profit health care organization, governors seek to vision, create, and advance a sustainable future for the Graduate School through contributions to policy development, strategic planning, and representation of the Graduate School to the larger Foundation and community at large.

- **William Cirone**
- **Carlton Erickson, PhD**
- **Hon. Susan Fox Gillis**
- **Suena Huang Massey, MD**
- **Ruth Mickelsen**
- **Mark Mishek**
- **Mary Turner Pattiz, PhD (Chair)**
- **Constance Weisner, DrPH**

# Directory



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## Hazelden Betty Ford Foundation Locations

**Aurora, Colorado**

14001 East Iliff Avenue, Suite 120  
Aurora, CO 80014  
303-745-2275

**Beaverton, Oregon**

1500 NW Bethany Blvd., Suite 240  
Beaverton, Oregon 97006  
800-333-3712 or 503-644-7300

**Center City, Minnesota**

P.O. Box 11  
15251 Pleasant Valley Road  
Center City, Minnesota 55012-0011  
800-257-7800 or 651-213-4200

**Publishing**

15251 Pleasant Valley Road  
P.O. Box 176  
Center City, Minnesota 55012-0176  
800-328-9000

**Chaska, Minnesota**

1107 Hazeltine Boulevard  
Chaska, Minnesota 55318  
800-257-7800 or 651-292-2405

**Chicago, Illinois**

867 North Dearborn Street  
Chicago, Illinois 60610  
800-257-7800 or 312-943-3534

**Irving, Texas**

1320 Greenway Drive, Suite 100  
Irving, TX 75038  
972-751-0363

**Los Angeles, California**

10700 Santa Monica Boulevard, Suite 310  
Los Angeles, CA 90025  
866-261-3734

**Maple Grove, Minnesota**

7001 East Fish Lake Road  
Maple Grove, Minnesota 55311  
800-257-7800 or 651-292-2405

**Naples, Florida**

950 Sixth Avenue North  
Naples, Florida 34102  
800-257-7800 or 239-659-2340

**Newberg, Oregon**

1901 Esther Street  
Newberg, Oregon 97132-9529  
800-333-3712

**New York (Tribeca), New York**

283 West Broadway  
New York, New York 10013  
800-257-7800 or 212-420-9522

**New York (Chelsea), New York**

322 8th Ave. 12th Floor  
New York, New York 10001  
800-257-7800 or 212-420-9522

**Newton, Massachusetts****FCD Educational Services**

398 Walnut Street  
Newton, Massachusetts  
617-964-9300

**Plymouth, Minnesota**

11505 36th Avenue North  
Plymouth, Minnesota 55441  
800-257-7800 or 763-509-3800

**Rancho Mirage, California****Betty Ford Center**

39000 Bob Hope Drive  
Rancho Mirage, California  
888-520-2710

**San Diego, California**

11720 El Camino Real, Suite 200  
San Diego, CA 92130  
866-261-3734

**St. Paul, Minnesota**

680 Stewart Avenue  
St. Paul, Minnesota 55102  
800-257-7800, ext. 3900 or 651-292-2405

## Hazelden Betty Ford Foundation Web Addresses

**hazeldenbettyford.edu**

(Graduate School information)

**hazeldenbettyford.org**

(General Hazelden Betty Ford Foundation information)

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