

# HAZELDEN GRADUATE SCHOOL OF ADDICTION STUDIES

## College Catalog and Student Handbook

- Master of Arts in Addiction Counseling
- Certificate Program
- Customized Training



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## About the Graduate School

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## Introduction

The Hazelden Graduate School of Addiction Studies is an institution of higher education within the Hazelden 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 has educated students, patients, family members, interns, professionals, and the public regarding the prevalence, prevention, assessment, and treatment of alcohol and drug dependency.

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 dependency counselors. Throughout its operation, the institute educated more than 550 graduates from North and South America, Europe, the Far and 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 dependency counseling in the United States.

The Graduate School is the result of the foundation's commitment to education. One of Hazelden'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 Graduate School of Addiction Studies was established, admitting its first class in 1999 with seven master's and six certificate students.

Today, the Hazelden Graduate School of Addiction Studies has granted over 335 master's degrees and over 50 certificates in addiction counseling. The shared history of the Hazelden Chemical Dependency Counselor Training Institute, and now the Graduate School, has educated students from more than 44 states and 36 countries, including Japan, Iceland, Norway, Canada, Great Britain, and Bermuda.

The Graduate School of Addiction Studies is located at Hazelden's largest campus in Center City, Minnesota, with access to clinical practice opportunities at each of the foundation's treatment facilities serving adults, youth, and families:

- Hazelden Adult Services—Minnesota, Oregon, New York, Chicago, and Florida
- Hazelden's Center for Youth and Families—Plymouth, Minnesota
- Fellowship Club—St. Paul, Minnesota
- Hazelden's Mental Health Centers—St. Paul, Plymouth, and Center City, Minnesota

The school also affords students access to over 80 clinical placements to further broaden clinical experience and expertise. Examples of these placements include, but are not limited to:

- African American Family Services—Minneapolis, Minnesota
- The State of Minnesota Correction facilities
- Chisago County Court Services—Center City, Minnesota
- Augsburg College Step-UP Student Services—Minneapolis, Minnesota
- Pride Institute—Minnesota
- Addiction Intervention Resources—Minnesota
- Fairview Health Systems—Minnesota

Students complete clinical rotations outside the Hazelden Foundation in order to foster a greater range of clinical knowledge and exposure to the field at large.

## Mission Documents

### Mission

The Hazelden Graduate School of Addiction Studies educates future leaders in addiction counseling to improve treatment and recovery from alcohol and drug dependence.

The School will achieve its mission through the Foundation's unique:

- clinical continuum of learning settings and internships,
- research capacity for evidence-based instruction through the Butler Center for Research, and
- teaching resources of Hazelden's scientific and professional staff.

### Vision

The Graduate School will set the highest standard for expertise in addiction counselor education and practice.

### 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 12-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:

- Demonstrate competence in evidence-based and theoretical approaches to alcohol and drug dependency 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:

- Expand our enrollment to embrace greater diversity
- Prepare students to succeed in a changing world
- Deepen our public service commitments
- Build our academic capacity

## 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 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 school emphasizes outcomes that prepare students for future roles as effective counselors.

To optimize learning outcomes, intensive learning strategies are used to integrate theory, research, and practice throughout the curriculum. Classes are team taught, drawing upon faculty expertise as well as the scientific, professional, and clinical resources of Hazelden. Courses build upon prior knowledge and skill in incremental stages that promote advanced knowledge, understanding, and clinical competency.

## Facts at a Glance

### Enrollment—as of Fall 2010

- Total master's students: 105
- Full-time master's students: 67%
- Part-time master's students: 33%
- Total certificate students: 0
- Total customized students: 2

### Student Diversity

- Female students: 56%
- Male students: 44%
- Students of color: 5%
- Out-of-state students: 49%
- International students: 5%
- Age range of students: 21–70

### Faculty

- Core faculty 4
- Emeriti faculty 1
- Research faculty 1
- Adjunct faculty 19

## Licensure

Graduates of the Master of Arts program meet requirements to pursue licensure in Minnesota for alcohol and drug dependency counseling. Graduates of the Certificate in Addiction Counseling program meet requirements to pursue licensure in Minnesota for alcohol and drug dependency counseling. As of July 1, 2008, candidates for Minnesota licensure must hold a bachelor's degree. Licensing requirements vary from state to state. It is the candidate's responsibility to check licensing requirements in their respective states.

Students may elect to complete additional coursework in vocational adjustment, life-span development, and clinical practice in order to meet state requirements to pursue licensure in Minnesota as a Licensed Professional Counselor. It is the candidate's responsibility to check licensing requirements for the LPC in their respective states.

## Accreditation

The Hazelden Graduate School of Addiction Studies is accredited by the Higher Learning Commission, a member of the North Central Association of Colleges and Schools, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org). Phone: 800-621-7440 or 312-263-0456.

The Wisconsin Department of Regulation & Licensing has granted program approval for both the Certificate and Master of Arts.

## State Authorization

The Hazelden Graduate School of Addiction Studies is registered as a private institution with the Minnesota Office of Higher Education pursuant to 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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## About Learning Opportunities

The Graduate School of Addiction Studies provides an innovative curriculum that integrates classroom theory 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 are supervised and practice alongside some of the most experienced counselors nationwide.

The Graduate School provides the following learning opportunities:

- Master of Arts Program
- Certificate Program
- Customized Training
- Continuing Education

The Master of Arts in Addiction Counseling is based on a scholar-practitioner model that addresses the spectrum of human adjustment, addiction and mental health complications over the life span. It provides a comprehensive education, including 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.

The Certificate in Addiction Counseling accommodates those students requiring a terminal program at the certificate level, leading to certification and/or licensure in many states or countries. In some instances, certificate training hours can be applied to a baccalaureate completion program of the student's choosing. The Certificate in Addiction Counseling is designed to provide graduates with entry-level skills based upon a range of knowledge, including evidence-based practices such as Twelve Step facilitation. Students seeking admission as part of a degree completion plan must arrange for transfer of training hours as credits prior to enrollment with the school of their choice.

Customized Training for professional development introduces learners to addiction counseling. The program is tailored to the individual needs of each student, integrating classroom experiences and hands-on clinical observation of the treatment process. Students in this program may include health care administrators, educators, educational administrators, social workers, counseling professionals, and human resources personnel.

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, and the National Association of Alcohol and Drug Abuse Counselors.

## Career Opportunities

Graduates are prepared for professional positions in such fields as:

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

## Master of Arts in Addiction Counseling

The Master of Arts degree 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 dependency 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 in vocational adjustment, life-span development, and clinical practice in order to meet state requirements to pursue licensure in Minnesota as a Licensed Professional Counselor. It is the candidate's responsibility to check licensing requirements in their respective states.

## 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. Course work 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 the 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 life span.
- 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 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
- 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

## Certificate in Addiction Counseling

The Certificate in Addiction Counseling Program accommodates those individuals seeking a terminal program at the certificate level leading to certification and/or licensure in many states and other countries. It also accommodates professionals who wish to re-specialize in addiction. Students achieve competency in gradual stages, integrating 467 hours of academic learning and 1,111 hours of clinical practice. Students are prepared for entry-level counseling positions based on a range of knowledge and skills, including Twelve Step facilitation.

## Learning Outcomes

The Certificate program aims to prepare counselors who:

- Understand the dynamics of alcohol and drug dependency, including biomedical implications, psychological considerations, and sociocultural variables
- Recognize the multifaceted nature of the disease of alcohol and drug dependency and its implications for effective, comprehensive treatment modalities
- Apply knowledge of individual, group, and cultural variability to clinical treatment planning and strategies
- Provide an array of individualized treatment strategies based on the Twelve Steps as an integrating foundation for clinical intervention
- Know and understand the daily operations of a clinical treatment model, such as residential primary, outpatient primary, extended care, or intermediate care
- Develop practice strategies based upon ethical and legal standards of conduct
- Provide counseling and clinical services consistent with the transdisciplinary foundations and 12 core functions of alcohol and drug dependency practice
- Understand the value of clinical supervision, teamwork, and multidisciplinary referral necessary to provide holistic treatment services
- Comprehend the continuous nature of recovery and need for strategic intervention throughout the life span

## 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, clinical exposure to one or more clinical offerings across the continuum of care, and informal participation and exposure to experienced on-site clinicians, administrators, researchers, or Graduate School faculty.

## Learning Outcomes

Learning objectives are developed with the student and faculty advisor. An educational plan is developed and 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, a certificate of participation is awarded and a transcript that documents the academic and clinical hours is completed. Many state certification and licensing boards recognize these academic and clinical hours as contributions toward certification and licensure. If certification or licensure is an outcome goal, participants are encouraged to consult with their state licensing office and/or certification agency prior to matriculation.

## Clinical Placement

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 the availability of clinical options. Supervised clinical experience is 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, family services, and prevention. Clinical placements external to Hazelden are generally required to extend and enrich student learning.

## 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 advance 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 the American Psychological Association, the National Association of Alcoholism and Drug Abuse Counselors, and the Minnesota Board of Social Work.



## Admissions and Requirements

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## Admission Requirements

The 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:

- Certificate level: two years' postsecondary education—with a minimum of 60 semester credits, or 90 quarter credits, or 900 semester hours
- Master's level: 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
- An applicant who does not speak English as a first language is required to pass the Test of English as a Foreign Language (TOEFL)—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 pre-registration 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 dependency or human services
- Basic computer skills (e.g., PowerPoint and Word)

## Application Procedure

Any person who meets these criteria may apply for admission by submitting an application, including an essay addressing career and educational aspirations, in addition to the current application fee. See [hazelden.edu](http://hazelden.edu) for application instructions.

To apply, the candidate must forward:

- 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 applicant's values and ethics

- Official transcripts from all previously attended institutions of higher learning
- Applicants are also required to complete a Background Study Form 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 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 or by telephone.

The applicant is responsible for all expenses incurred when traveling to the Graduate School for the interview.

Following the completion of applicant interviews, the faculty evaluates all available pre-admission information in order to determine appropriateness for admission.

## Categories of Admission

### Master of Arts Program

**Full-time:** A full-time student matriculates at 13 semester credits or more and completes program requirements over a three-semester sequence (or a four-semester sequence among those choosing to take elective courses to pursue licensure as a Licensed Professional Counselor).

**Part-time:** A part-time student is eligible for regular admissions but elects to complete the program beyond the standard full-time course sequence. Typically students concentrate on completing the foundation courses during their first year of study, followed by completion of the clinical process courses and externship.

**Non-degree:** A non-degree student may or may not qualify for regular admission but has an interest in the foundation courses. These students must complete the admissions process during the second semester of their first year to be accepted as matriculated students.

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

- Full-time enrollment = 9 credits per semester
- Half-time enrollment = 5 credits per semester

### Certificate Program

Full-time: A full-time certificate program student is one who completes program requirements over a three-semester sequence.

Part-time: A part-time student is eligible for regular admissions but elects to complete the program beyond the standard three-semester calendar year. Typically students concentrate on completing the foundation courses during their first year of study, followed by completion of the clinical process courses and internship.

Federal Student Aid is awarded based on the academic award year. The academic award year at HGSAS for certificate students is 26 weeks of instructional time.

To qualify for Federal Student Aid, you must be enrolled at least as a one half-time student. Certificate Program students may qualify for Stafford subsidized and Stafford unsubsidized loans and, if eligible based on dependency status, Parent PLUS loan. Certificate students may also be eligible for a Pell grant.

- Full-time enrollment = students must complete 900 hours and 26 weeks of instruction.
- Half-time enrollment = students must complete a minimum of 600 hours and 26 weeks of instruction.

### Enrollment Options

Admissions for full-time, part-time, and non-degree students are continuous, and as a result, prospective students may apply at any time.

Full-time students complete program requirements over a three-semester sequence (or a four-semester sequence among those choosing to take elective courses to pursue licensure as a Licensed Professional Counselor). Part-time students are encouraged to complete program requirements within two 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 time table for program completion.

Employment positions may be used for internship/externship and/or clinical laboratory experience if they meet these guidelines:

- On-site clinical supervision meets program standards
- Work-related clinical practice correlates with specific course work
- 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.

Enrollment is maintained on a continuous basis. The faculty reviews relevant materials regarding the use of an employment site for an internship/externship at the time of the admission interview.

### References and Related Information

The 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 Graduate School of Addiction Studies  
Attn: Admissions C09  
P.O. Box 11  
Center City, MN 55012-0011

## Mantoux Test

The school requires that all students provide proof of an annual Mantoux test. All incoming students will provide proof prior to first day of class. All current students will be able to take the test during the annual procedure provided by Hazelden. 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 by their physician or through Job Care at Fairview. Additional procedures may be required.

## 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 on the Hazelden Graduate School Immunization Record Form within 45 days of first enrollment cannot remain enrolled. The completed form will be made available for review by the Minnesota Department of Health and the local community health board. Should a student not submit the form, 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 Hazelden Graduate School of Addiction Studies.

## Conditions of Admissions

Final acceptance into a Graduate School program is contingent upon the following:

- Favorable completion of the criminal and caregiver background checks resulting in authorization to pursue direct patient care
- Successful completion of a Mantoux test
- Completed references
- Certification of no chemical use problems in the two-year period prior to clinical process courses
- Completed application and fee
- Documentation of immunizations
- Official transcripts
- Completed screening interview with faculty approval

## 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 selected for admission are notified in writing. Those applicants not selected for admission are also notified in writing.

## Postponement

Students who have been accepted into a Graduate School program may postpone enrollment for up to one calendar year. Additional information is required 60 days prior to the anticipated date of admission and includes:

- An updated application describing changes that have occurred since the first application was submitted
- An interview with faculty prior to beginning course work
- 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 nonrefundable 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 regular mail unless the student covers the cost of express 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. Certificate level students will apply for an M-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://www.fmjfee.com/i901fee/>.

## Former Students

Former students who were unable to complete the program are welcome to return. Students wishing to reenter the program must complete the admission process as a new applicant. Reentering students must meet current degree requirements of the curriculum. There is a five-year limit on acceptance of prior credit. The former student will be notified of admission decisions, acceptance of credits, and other related information as identified in this student handbook.

## Timeline

The majority of students enrolled as full-time students are expected to complete the programs within three consecutive semesters (or a four-semester sequence among those choosing to take elective courses to pursue licensure as a Licensed Professional Counselor). Part-time master's students are encouraged to complete their degree within a two-year period. A maximum of five years is allowed for attainment of the master's degree. A maximum of 46 weeks is allowed for attainment of the certificate among students enrolled full time. Part-time certificate students must complete all program requirements within 68 weeks.

## Waiver Policy

Students may request a waiver if they can document prior learning consistent with Graduate School requirements. A limit of three non-clinical credits can be waived. Students requesting a waiver should follow this procedure:

- Consult with their advisor.
- Request a Waiver Request Form from the Registrar.
- Complete the form by documenting prior learning consistent with Graduate School requirements.
- Submit the Waiver Request form to the Dean.
- Get an approval of the Waiver Request from the Dean and Provost.

## Transfer of Credit

The Graduate School does not allow for transfer of credit from prior educational or clinical experience.



## Graduate School Facilities

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## Campus Location

The Hazelden Graduate School of Addiction Studies is located in Center City, 45 miles northeast of Minneapolis–St. Paul, Minnesota, 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 clinical lab, practicum, and internship/externship opportunities are available at Hazelden sites including: youth services at Hazelden’s Center for Youth and Families (HCYF), services at Hazelden in Center City, transitional services at Fellowship Club, Hazelden’s Mental Health Centers, and Hazelden’s prevention services.

Clinical lab, practicum, and internship/externship opportunities are also required 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 addiction and its social, cultural, psychological, and medical impact, as well as the multidisciplinary approach and holistic strategy stressed in the treatment, prevention, and recovery from substance dependency 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 online catalog is searchable from any computer with web access. Students also have access to the latest advances and technology through a student computer lab and the informational links of the library’s intranet page. The library is a specialty site in the RADAR Network, a national network of prevention/addiction organizations. The library is also an active member of SALIS (Substance Abuse Librarians and Information Specialists), an international, professional organization.

The Hazelden Library was founded in 1966 as a modest collection, and it has since grown to include thousands of addiction literature resources in many formats. A professional team staffs the facility, and graduate-prepared librarians serve as consultants to students regarding reference questions and requests, resources, and materials. The library’s in-house collection contains thousands of books, audiovisuals, journals, pamphlets, government documents, and electronic 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 librarians are able to retrieve original or copies of documents found in other collections throughout the nation and abroad.

Library services and resources are dedicated to assisting Hazelden students, staff, and others seeking information in the addictions field.

### Butler Center for Research

The Butler Center for Research informs and improves Hazelden’s delivery of recovery services for individuals and produces 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 sponsors periodic seminars and symposiums on addiction topics, including research, drug trends, and related problems. The center also conducts its own research and supports external research on addiction topics.

### Hazelden’s Intranet (Hazel Net)

Hazelden’s intranet site, Hazel Net, connects people and information, and people with people. It facilitates intra-agency communication, provides access to information and tools, increases productivity, and improves daily operations. Hazel Net is the first thing students see when they log on to the Internet. Students are able to access information such as school documents (quality evaluation and assessment report, strategic plan/map, environmental scan), semester information, informational systems, the college catalog, and many other Hazelden resources.

### Populi

The Hazelden 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 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 roughly 850 items in the collection include 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 is open to anyone interested in learning more about America's response to alcoholism and/or the history of Alcoholics Anonymous.

## Cork Wellness Center

The Cork Wellness Center, located on the Center City, Minnesota, campus is available to students. A Cork Wellness 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. An additional computer lab is located in the Butler Building. Students have access to these rooms during the following hours:

- Cork Building  
6:00 a.m.–11:00 p.m. daily, including holidays
- Butler Building  
Monday–Friday, 5:00 p.m.–10:00 p.m.  
Saturday–Sunday, 8:00 a.m.–5:00 p.m.

Note: Building is not open on observed holidays.

## Wireless Internet Access

Wireless access is provided to students of the HGSAS within the Cork building. Students are permitted to access the HGSAS wireless network, provided the policy for wireless access is followed. See page 24 and page 41 for details.

## Food Services

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

This section provides students and faculty with information necessary for a successful educational experience.

## Accessibility for Students with Disabilities

The HGSAS is committed to providing students with disabilities access to its campus and facilities. A regular program of campus improvements is managed by the Hazelden 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.



## Student Information—Academic Policies

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## Notice to Students

Hazelden reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment in specific sections of courses. Hazelden 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. Hazelden 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 the Registrar for Student Services, Debra Mattison at [dmattison@hazelden.org](mailto:dmattison@hazelden.org).

## Equal Opportunity/Affirmative Action Policy Statement

Please note that this policy may change at a later date.

### Employment

Hazelden 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, political affiliation, or physical, mental, or medical disability unrelated to the ability to engage in activities involved with the job. Hazelden actively supports an affirmative action program in order to provide equal employment and educational opportunity in all areas: academic, support, and construction.

### Educational Programs and Activities

It is the policy of Hazelden that no person in the United States shall be discriminated against because of race, religion, age, color, sex, disability, sexual orientation, gender identity, national origin, marital status, veterans' status or political belief or affiliation, and that equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students in all colleges and in their academic pursuits. It also is applicable in Hazelden-owned housing, in food services, extracurricular activities, and all other student services. It is a guiding policy in the employment of students either by Hazelden or by non-Hazelden employers through Hazelden 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 non-working 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 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 vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to this community. Hazelden is, in part, a conduit through which individual perspectives and global interrelationships are enhanced by a learning and teaching environment that is aware of and sensitive to the diversity of its constituents. Diversity in Hazelden 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 oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. Hazelden 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 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 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 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 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 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 program. Hazelden’s privacy policies and procedures are available on Hazel Net.

#### 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 official, faculty member, or other official.
- Forgery. Forgery, alteration, or misuse of any official document, record, or instrument of identification, including Hazelden documents, records, or instrument of identification, or presenting such forged, altered, or falsified records to a Hazelden official.
- Document misuse. Misusing, falsely representing, defacing, mutilating, or stealing a Hazelden 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 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-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 or endangers the health or safety of patients, members of the Hazelden 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 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 Foundation and/or Hazelden Graduate School of Addiction Studies. See the Ethics policy on page 36 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 and/or infringes on the rights of other members of the Hazelden 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 officials. Failing to comply with the directions of Hazelden 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’s disciplinary proceedings, including but not limited to:
  - a. disruption or interference with the orderly conduct of a hearing or a meeting;
  - b. falsification, distortion, or misrepresentation of information;
  - c. influencing or attempting to influence another person to commit an abuse of Hazelden’s disciplinary proceedings;
  - d. attempting to discourage an individual’s proper participation in, or use of, Hazelden’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
  - g. 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 property or in conjunction with a University-related activity off campus.
- Alcohol. Violations of federal, state, or city law or ordinances, including Minnesota Alcohol and Drug Counseling licensing law rules of professional conduct and school policies. A conviction for any offense during a period of enrollment during which a student received federal aid will result in the loss of aid eligibility.
- 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 conviction for any offense during a period of enrollment during which a student received federal aid will result in the loss of aid eligibility.

#### **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, including Hazelden property or any property of a member of the Hazelden community and/or contractor(s), vendor(s), or guest(s) of Hazelden.
- Trespassing/unauthorized entry. Unauthorized presence on or use of University 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 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 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 Graduate School of Addiction Studies that all students and staff of this program should be able to enjoy the environment, 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 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, client, 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 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 for 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 officials receive a report of harassment or sexual violence, Hazelden 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 or Human Resources department at the Hazelden 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 that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is prohibited in any Hazelden facility, office, or vehicle, or on any Hazelden 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 anytime 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 business is being conducted.

Alcohol- and drug-dependent students whose primary function involves direct therapeutic work with Hazelden patients are required to be alcohol and drug free for a minimum of two years prior to clinical process courses. 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 Foundation and the Hazelden 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 conviction for any offense during a period of enrollment during which a student received federal aid will 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 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 (SAP) 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 children under the age of 21 will be notified of any alcohol and drug use.

### **10. Use of Tobacco Products on Hazelden Property**

The use of tobacco is prohibited within Hazelden buildings, parking structures, walkways, arenas, and in Hazelden 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 campus
- Connecting student-owned devices to any other wireless network at Hazelden 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 the Copyright and Intellectual Property section on page 35 for details)
- Unauthorized use of HGSAS wireless or any part of Hazelden's corporate network, whether intentional or unintentional
- Unauthorized use of HGSAS wireless or any part of Hazelden's corporate network, whether intentional or unintentional, is subject to disciplinary sanctions including termination from the program

### **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 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 the Copyright and Intellectual Property section on page 35 for details.

### 13. Violation of the IT Business Use Policy

Examples include but are not limited to:

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

Students are not only members of the academic community; they are members of the larger society. They neither lose the rights nor escape the responsibilities of citizenship. Students are expected to conduct themselves in accordance with Hazelden regulations, the State Board of Higher Education (Board) policies, and federal and state laws and local ordinances. Students may be disciplined by Hazelden for violating Hazelden 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 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.

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 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 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 are as follows:

- **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.
- **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 school.

## Support Services for Persons with Disabilities

Hazelden 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 or participation in the Graduate School of Addiction Studies on that basis. The Hazelden Graduate School of Addiction Studies will provide reasonable accommodations to disabled 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 Hazelden. Students who believe accommodations would help the student perform any aspect of the educational experience, should do the following:

- Contact the school's Human Resources liaison
- 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 by Human Resources only for the purpose of evaluating the student's request for an accommodation. To maintain privacy, Hazelden's Graduate School faculty will not have access to or review the medical information. Hazelden will retain such medical documentation as confidential medical information.

Hazelden will consider types of change 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. Examples of the type of accommodations that will be considered are:

- Providing or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Arranging for readers and interpreters
- Making the school campus accessible to and usable by people with disabilities

The school's Human Resources liaison will meet with students to discuss suggestions regarding appropriate accommodations. This is a give-and-take process that may take only one meeting or may require ongoing meetings to reach a resolution. During this process, a representative from Human Resources will consider the accommodations suggested by the student and may suggest alternatives. Students should be open to considering various alternative types of accommodations. The Dean of the Hazelden Graduate School of Addiction

Studies will make the final decision regarding the appropriate accommodation after considering the student's suggestions.

In many circumstances, there is a need to have continuing dialogue about the effectiveness of an accommodation after it has been implemented. Students with concerns about an accommodation are asked to raise it with a faculty member or the school's Human Resources representative.

While Hazelden 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, Hazelden 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 Human Resources.

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 master's degree students is five years. Part-time students must complete all program requirements within five years. The program time limit for full-time certificate students is 46 weeks. Part-time certificate students must complete all program requirements within 68 weeks.

### Class Attendance

The student has the responsibility to maintain regular and punctual attendance in class. A student whose absences seriously affect the quality of his or her work in the class may be given a lower grade or be administratively withdrawn. Students are expected to notify instructors of a pending absence prior to the class meeting. Failure to contact the instructor may impact the student's final course grade, as indicated in the course syllabus.

A student whose attendance falls below 80 percent of class time must have prior written permission from the instructor to complete the course. Special consideration may be made in the case of illness, required religious observance, or other instances deemed justifiable by the instructor. However, no credit will be given if attendance falls below 50 percent of class time.

If a student's attendance falls below 80 percent class time, the school will contact the student via email or telephone.

### Graduate Credit

Based on a semester system, traditional classroom credit is 15 contact hours for one credit. Each classroom credit involves an additional three hours of study time. Laboratories and externship are prorated at four clinical hours for one credit. The Master of Arts in Addiction Counseling Program requires 44 credits.

### Certificate Hours

The Certificate in Addiction Counseling Program is based on classroom and clinical training hours. Each semester, students engage in classroom training in addition to practicum experience. A total of 467 classroom hours and 1,111 clinical practicum and internship hours are required.

### Degree/Certificate Granted

A Master of Arts degree is granted upon the successful completion of all graduate-level requirements.

A certificate is awarded upon completion of all required clinical and classroom hours.

### Degree/Certificate Conferral and Graduation

The master's degree and certificate are conferred once a year in August. Candidates for graduation must complete an application for graduation by the beginning of their final semester to be eligible for August commencement.

Candidates in the Master of Arts program 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 in the Certificate in Addiction Counseling Program must have a cumulative grade point average of 2.5 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 each semester, students receive a list of required textbooks for their registered courses. The Graduate School provides students with a link to an online bookstore that will have all required books in stock.

### New Student Orientation

New student orientation is offered every semester. All new students are required to attend.

### 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 course work, grades, and internships/externships will be documented on the individual's transcript and updated each semester by the Registrar. Students can access their unofficial transcripts on Populi.

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, social security number, and dates of attendance, along with the name, address, and phone number 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 Hazelden 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 wishes a personal copy of the transcript, it will be recorded as unofficial and issued to the student.
- The fee for an official transcript is \$5.
- Transcripts are always issued in their entirety.

Send request and fee to:

Hazelden Graduate School of Addiction Studies  
ATTN: Registrar, C09  
PO Box 11  
Center City, MN 55012-0011

## Submission of Course Work and Course Extensions

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

In the event of an extension request, it is the student's responsibility to have the request signed by the instructor and to submit it to the Registrar.

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."

## Course Withdrawal

If a student wishes to withdraw from a course once class has begun or an independent study once a contract has been signed, he or she must complete a Request for Withdrawal form. Withdrawal paperwork must be submitted to the Registrar, Student Services. Tuition will be refunded as noted (see Tuition Refund Policy on page 30). Anyone who receives financial aid must be aware that a withdrawal can seriously affect current or future financial aid status.

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 and certificate 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.

## 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 in writing the causes for the 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,
  - 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.
  - 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 from the advisor's determination for dismissal.

## Leave of Absence

A student may request a leave of absence due to illness or other extenuating circumstances by submitting a letter 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 11 months. An approved leave of absence does not extend the deadlines for completion of course work 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.

## 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, tutorial strategies, referral to community and/or school services, and internship/externship 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. Upon admission, students are required to attend the new student orientation session, during which they learn about registration, program planning, and various policies and procedures. Students are encouraged to consult with faculty and/or administrative staff regularly during their admission process and orientation.

### Registration

Registration materials, including class schedules, are provided to students approximately six 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. All registrations and changes of registration must be made in writing. 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. Students cannot drop a course after the posted drop date on the Populi calendar.

### Class Schedules

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

### Class Meeting Times

Classes are scheduled to meet the clinical requirements for the clinical lab/practicum and internship/externship during the day, evening, and on weekends. Classes are typically scheduled during the late afternoon or early evenings.

### Cancellation of Courses

Hazelden 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 of Hazelden 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 must do so in writing to the Registrar. The statement should include the effective date of the withdrawal and a forwarding address. The transcript will be noted “Withdrawn from School” 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 registered for interim activity. Students who voluntarily withdraw from the program may reapply at any time. Students who have received federal financial aid through Stafford or Grad PLUS loans are required to complete Exit Counseling when withdrawing from the Graduate School.

## Grades

### Grade Values and Points

Hazelden uses a grade point system to evaluate the overall quality of course work. 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.

### 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. The following shows the grades used by the Graduate School.

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	

## 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 two weeks 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 course work 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 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 Hazelden Master of Arts Program 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 during the last semester of required courses to cover degree-granting costs.

Tuition for the Certificate in Addiction Counseling Program is calculated on a per hour basis. Total cost for a semester's tuition is based on the per hour fee, multiplied by the total number of hours taken for the semester. An administrative fee of \$150 is charged to all students during the last semester of required courses to cover certificate-granting costs.

Tuition for Customized Training is based on course registration.

### 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 changes. Registration for classes at the Hazelden Graduate School of Addiction Studies indicates acceptance of this tuition payment policy.

Tuition is billed at the beginning of each semester and is due by the 10th 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.

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.

A \$20 service charge will be assessed against the student's account for each check returned due to insufficient funds. The Hazelden Graduate School of Addiction Studies 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. A billing statement sent at the beginning of each semester will itemize the student's payment obligations, including tuition, semester fees, and other fees. The statement will also reflect any credits due the student, 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

Full semester courses: Students who withdraw in writing from courses 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

Students who withdraw in writing, via email to the Registrar, from weekend courses will receive tuition refunds according to the following schedule:

- 100 percent before 8:59 a.m. of the first Saturday of class (Email time-stamped no later than 8:59 a.m.)
- 75 percent before 11:59 a.m. of the first Saturday of class (Email time-stamped no later than 11:59 a.m.)
- 50 percent before 2:59 p.m. of the first Saturday of class (Email time-stamped no later than 2:59 p.m.)
- No refund after 3:00 p.m. of the first Saturday of class

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 a class. Federal loan money will be repaid and deducted before any refund will be issued. See Financial Aid section on this page for further details.

### Delinquent Account Policy

Students are obliged to pay all tuition and fees upon registration.

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 business office with their current billing addresses and telephone numbers.

### Miscellaneous Fees

Students in Hazelden Graduate School of Addiction Studies programs are responsible for the costs associated with all required textbooks, course 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.

### 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 need to be initiated at least four months prior to completion of their program. Students continue to be in F-1 (master's) or M-1 (certificate) 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 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 1 (888) 442-4551 or visit [www.gibill.va.gov](http://www.gibill.va.gov).

## Financial Aid

The purpose of financial aid at the Hazelden 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. Hazelden 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 Stafford Subsidized and Unsubsidized loans and Parent Plus loans, if eligible based on dependency status, and Grad PLUS loans. Undergraduate certificate students may also be eligible for a federal Pell Grant. Financial aid includes both Hazelden grants and federal loans. Interested students are encouraged to review the school's website for more detailed information regarding funding resources or contact the financial aid office at 651-231-4014.

### Enrollment Status Definition

#### *Master of Arts Program*

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

- Full-time enrollment = 9 credits per semester
- Half-time enrollment = 5 credits per semester

#### *Certificate Program*

To qualify for Federal Student Aid, you must be enrolled at least as a one-half-time student. Certificate program students may qualify for, Stafford Subsidized and Stafford Unsubsidized loans and, if eligible based on dependency status, Parent PLUS loan. Certificate students may also be eligible for a Pell grant.

- Full-time enrollment = students must complete 900 hours and 26 weeks of instruction.
- Half-time enrollment = students must complete a minimum of 600 hours and 26 weeks of instruction.

## Student Verification Policy

The Department of Education will select and identify to the financial aid office students who must go through a process called Verification. If the student is selected for the verification process, the school financial aid office will ask for additional documents, which will include a copy of your completed and signed federal income tax return. The student will also be supplied with and required to complete a Verification Worksheet to be sent to the financial aid office. 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) application. The financial aid office will make the corrections on the student's FAFSA only with signed authorization from the student. Any corrections made to the FAFSA may affect the calculated Expected Family Contribution (EFC), which in turn may have an impact on the financial aid amount awarded.

## Student Financial Aid Records

The Hazelden 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 Hazelden Graduate School of Addiction Studies 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. HGSAS 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.

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.

Exit counseling is required when completing or leaving the HGSAS. This counseling may also be completed by first going to [studentloans.gov](http://studentloans.gov) and selecting the link to the National Student Loan Data System (NSLDS) Exit Counseling website. The counseling includes an overview of the student's repayment obligations and the options available to him or her in the event he or she has trouble making payments.

Great Lakes is a loan servicer who provides the Financial Aid Office with a weekly report of students whom they service who are late or defaulting on their 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 Great Lakes, as they will work with the student to resolve the delinquency.

We also receive a Delinquent Borrower Report through the Department of Education for 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 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 Student Aid)

To comply with federal regulations, the following policies and procedures governing standards for Satisfactory Academic Progress (SAP) are in effect for all students receiving financial aid while attending Hazelden Graduate School of Addiction Studies. Students who fail to meet these SAP standards will be considered ineligible for federal financial aid.

SAP is measured by:

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

Students enrolled in the master's program who receive Federal Student Aid must maintain a cumulative GPA of 3.0 and complete a minimum of 10 credits each academic year. The program must be completed within 60 months. Students must also complete at least 50 percent of the credits they attempt each semester. A student may receive Title IV funding for the same course a maximum of two times.

Students enrolled full time in the Certificate of Addiction Counseling program receiving Federal Student Aid must maintain a cumulative GPA of 2.5 and complete at least 900 hours in each academic year (26 weeks). The program must be completed within 46 weeks. Students must also complete at least 50 percent of the hours they attempt each semester. A student may receive Title IV funding for the same course a maximum of two times.

Students enrolled part time in the Certificate of Addiction Counseling program receiving Federal Student Aid must maintain a cumulative GPA of 2.5 and complete at least 600 hours in each academic year. The program must be completed within 68 weeks and not more than 2,367 hours. A student may receive Title IV funding for the same course a maximum of two times.

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

At the end of each semester, GPA will be calculated for master's and certificate students. Satisfactory Academic Progress will be evaluated for each student at this time to determine if the SAP requirements have been met. Students who receive Federal Student 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 time frame, the student will be ineligible for financial aid the following semester.

### ***Reestablishing eligibility to receive Title IV funding***

Once the student's cumulative GPA is at a minimum of 3.0 for master's or 2.5 for certificate students, and the student is progressing at a pace to complete the program within the maximum time frame, the student will again become eligible to receive federal Title IV funding.

### ***SAP Notification***

The Financial Aid Administrator will advise students in writing, via their Hazelden email account, if they have failed to achieve Satisfactory Academic Progress and are put on warning status for the upcoming semester. If the student does become ineligible for future financial aid disbursements, the Financial Aid Administrator will notify the student via his or her Hazelden email account. Included in this e-mail will be information on what is required to again become eligible for federal financial aid.

Students who have exceeded the maximum time frame allowed for their program will be suspended from receiving federal Title IV financial aid.

### ***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) in a time period during which financial aid has been distributed, the student is responsible for repayment to the school of any unearned federal funds.

Students who are enrolled in the certificate program may take an approved leave of absence (LOA) for up to 180 days without affecting eligibility for Federal Student Aid funds. A calculation to determine if federal loan funds already disbursed to the student will be required to be returned will be done the first day of the leave of absence. Students are required to make payment of the full amount to be returned to the Department of Education to the HGSAS, and the Graduate School will return the funds on the student's behalf. If the student returns within 180 days, eligibility for the balance of approved funds is restored. Students resume accumulating clock hours upon return. If the student is on leave of absence beyond 180 days, the student will be considered withdrawn for financial purposes.

A leave of absence taken at the end of a semester while in the master's program can be up to 180 days or the end of the following semester, whichever is reached first. Federal funds will not be required to be returned when the leave of absence is at the end of a semester. Exit counseling is required when a leave of absence is taken.

If a leave of absence in the master's program is taken during the semester, it is considered a withdrawal. Calculations will be done to determine if federal funds must be returned by the student. Exit Counseling is also required at the time of the LOA.

Any overpayment must be repaid 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.

Unearned funds 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.

See sections on Course Withdrawal, Administrative Withdrawal (page 27), and Withdrawal from the Graduate School (page 29) in Section 5 of this handbook for more information.

## Academic Probation and Suspension

### Master of Arts Program

Satisfactory academic progress in the course of study being pursued is the successful completion of semester courses with a cumulative 3.0 grade point average (GPA) or higher.

Students whose cumulative GPA falls between 2.5 and 2.9 are placed on academic probation. Students who are on probation for two consecutive semesters may be suspended for one year. To be removed from academic probation, students must raise their cumulative GPA to 3.0 or above by the completion of the following semester. Failure to achieve a 3.0 or above will result in dismissal.

Students whose cumulative GPA falls below 2.5 in any semester will be subject to dismissal and suspended for one year. After the suspension period, students may be eligible for reinstatement on a case-by-case basis.

No grade of “I,” “D,” “F,” or “NC” will be counted as fulfilling program requirements. No student will be graduated with less than a 3.0 GPA. Change of a grade can be made only as a result of a formal academic grievance proceeding or as a result of a student petition approved by the Dean of the Graduate School. A grade cannot be changed after 90 days.

Students who have three incompletes will be placed on academic probation. Students who fall below satisfactory progress for a second semester may be suspended for one year.

### Resolving Academic Probation

To continue in the program, a student must submit a written measurable plan to the student’s advisor of the Graduate School within 30 days’ notice of academic probation. In addition, students must be able to raise their GPA to 3.0 or above by the completion of the following semester.

The following procedure will be followed:

- The student must submit a satisfactory measurable plan to the student’s advisor that indicates specific dates for resolving incompletes, no credits, or reestablishing a GPA of 3.0, along with courses he or she plans to take next semester.
- The student’s advisor reviews the plan with the Dean and/or instructors and approves the plan. Revisions may be required.
- If the plan is not successfully followed as determined in the sole discretion of the Dean, the Dean may recommend sanctions (e.g., extend probation or dismissal from the program) and submit the sanctions to the Provost for final approval.
- The student’s advisor monitors the plan and implements any sanctions. If the plan is successfully completed, the Dean notifies the student and the Provost in writing that probation is no longer in effect.
- There is no right to appeal academic probation.
- To appeal for academic reinstatement, follow the guidelines set under Section 5, Appeal for Reinstatement.

### Certificate Program

Satisfactory academic progress in the course of study being pursued is the successful completion of semester courses with a cumulative 2.5 grade point average (GPA) or higher.

Students whose cumulative GPA falls between 2.0 and 2.4 are placed on academic probation. Students who are on probation for two consecutive semesters may be suspended for one year. To be removed from academic probation, students must raise their cumulative GPA to 2.5 or above by the completion of the following semester. Failure to achieve a 2.5 or above will result in dismissal.

Students whose cumulative GPA falls below 2.0 in any semester will be subject to dismissal and suspended for one year. After the suspension period, students may be eligible for reinstatement on a case-by-case basis.

No grade of “I,” “D,” “F,” or “NC” will be counted as fulfilling program requirements. No student will be graduated with less than a 2.5 GPA. Change of a grade can be made only as a result of a formal academic grievance proceeding or as a result of a student petition approved by the Dean of the Graduate School. A grade cannot be changed after 90 days.

Students who have three incompletes will be placed on academic probation. Students who fall below satisfactory progress for a second semester may be suspended for one year.

### **Resolving Academic Probation**

To continue in the program, a student must submit a written measurable plan to the student's advisor of the Graduate School within 30 days' notice of academic probation. In addition, students must be able to raise their GPA to 2.5 or above by the completion of the following semester.

The following procedure will be followed:

- The student must submit a measurable plan to the student's advisor that indicates specific dates for resolving incompletes, no credits, or reestablishing a GPA of 2.5, along with courses he or she plans to take next semester.
- The student's advisor reviews the plan with the Dean and/or instructors. Revisions may be required.
- If the plan is not successfully followed as determined in the sole discretion by the Dean, the Dean may recommend sanctions (e.g., extend probation or dismissal from the program) and submit the sanctions to the Provost for final approval.
- The student's advisor monitors the plan and implements any sanctions. If the plan is successfully completed, the Dean notifies the student and the Provost in writing that probation is no longer in effect.
- There is no right to appeal academic probation.
- To appeal for academic reinstatement, follow guidelines set under Section 5, Appeals for Reinstatement.

## Clinical Probation

Satisfactory clinical progress is determined by the successful completion of the laboratory objectives delineated in the clinical course syllabi and by the reviews with clinical staff and faculty. Behaviors appropriate to clinical work are rated on a Likert scale by both clinical staff and faculty.

Students are expected to have ratings above the standard in the clinical tasks appropriate to their stage of development. If students are evaluated below the expected standard and are not demonstrating appropriate behavior in the clinical setting, they are placed on clinical probation. Specific behavioral goals are determined to bring the student's clinical skill to the standard. A written behavioral plan is developed with specific goals and timelines for the students to achieve by the next review date.

Students on clinical probation for two consecutive semesters may be suspended for one year. To be removed from clinical probation, students must demonstrate behaviors of clinical competency for a full semester. Failure to meet the standards of clinical competence results in dismissal.

### **Resolving Clinical Probation**

To continue in the program, a student must submit a satisfactory written measurable plan to the Dean of the Graduate School within 30 days of notice of clinical probation. In addition, students must be able to raise their evaluation scores to at or above the standards in the areas highlighted in their written behavioral plan. The following procedure will be followed:

- The student must submit a satisfactory measurable plan to the Dean that indicates specific dates for resolving the deficiencies within 30 days of notice of clinical probation.
- The Dean reviews the plan with the student's advisor and clinical supervision team and approves the plan.
- If the plan is not successfully followed, the Dean may recommend sanctions (e.g., extend probation or dismissal from the program) and submit the sanctions to the Provost for final approval.
- The Dean monitors the plan and implements any sanctions. If the plan is successfully completed, the Dean notifies the Provost in writing that probation is no longer in effect.
- There is no right to appeal clinical probation.

## Copyright and Intellectual Property

It is illegal to reproduce materials registered as copyrighted material. This includes copyrighted theses and other student work. The use of illegal software on any Hazelden 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 is available in the library along with a detailed handout articulating the procedures for intellectual property and copyright practices distributed during student orientation.

## Ethics and Confidentiality

### Ethics

All students enrolled in the Hazelden Graduate School of Addiction Studies programs are responsible for protecting and following the *Hazelden Code of Ethics*. As all students will have contact with Hazelden patients and clientele through laboratory, clinical practicum, and/or clinical internship/externship experiences, maintaining ethical practices is paramount. Copies of the *Hazelden Code of Ethics* are distributed 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 laboratory, clinical practicum, and/or clinical internship/externship 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.

This Code of Ethics also includes any contact with current or former patients, on or off duty, that could adversely affect the patient or reflect discredit to the Hazelden Foundation and/or the Hazelden Graduate School of Addiction Studies. A violation of the Code of Ethics constitutes unprofessional conduct and may be subject to disciplinary action as described in Section 5.

Accepting financial gifts, monies, or securities from patients are 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 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 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 is limited to only those situations in which the employee has a business need to know.

No member of the Hazelden staff or academic programs, current or past, is free to disclose a patient's participation, even after 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 safeguards the confidentiality and 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*, 2<sup>nd</sup> 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, CFR 42, 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 Foundation premises, helps to ensure patient privacy, provides additional clarity regarding student performance, and upholds Hazelden'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 involving human subjects must be reviewed and approved by the Hazelden 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

Hazelden seeks to avoid conflicts of interest in teaching and advising. A conflict of interest occurs when a student or employee of Hazelden is engaged in both a professional teaching or advising relationship and a familial, cohabitational, 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 business
- A student registers for a course taught by a spouse or therapist

- A student is assigned a family member or personal friend as a thesis 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 Hazelden 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, Hazelden assumes the trust and obligation to ensure protection of student records, which includes maintaining the confidentiality of educational records. Hazelden 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 Hazelden'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 Office of the Registrar. 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.

- Hazelden 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. Hazelden 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 Office of the Registrar 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 Hazelden or a party acting on behalf of Hazelden. Educational records include more than academic records. Educational records, with the exception of those designated as directory information (see 2<sup>nd</sup> bullet under Directory Information, page 37), 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 Hazelden in an administrative, supervisory, academic, research, or support staff position; a person or company with whom Hazelden has contracted (such as an attorney, auditor, or collection agent); a person or organization acting as an official agent of Hazelden 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 Hazelden. 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 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 Hazelden 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); 34 CFR § 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.
  - The disclosure of educational records to family members and in response to subpoenas will be carried out as follows:
    - a. Hazelden officials are expected to comply with judicial orders and subpoenas. A reasonable attempt shall be made to notify a student of Hazelden’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. Hazelden 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, Hazelden 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 Hazelden.
- Since Hazelden does not maintain a central repository for student records, inquiries for access to specific educational records should be made to the Hazelden office 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:
  - 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 Hazelden 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 Hazelden 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 Hazelden 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 in 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 Hazelden.
- For records to be released other than as outlined above, there must be a written consent form completed by the student.
- If the student has previously signed a waiver releasing his or her records and wishes to revoke this waiver, the student must make a request in writing at the Registrar's Office to revoke the waiver.
- Each Hazelden office that releases student records must maintain permanently in the student's file a signed written form indicating the date of release for records (except when released to school personnel) and the legitimate educational or other interest that each person, Hazelden employee, agency, or organization had in seeking the information.
- 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 Hazelden 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 Office of the Registrar.



## Student Information—General

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## Alumni Association

The HGSAS Alumni Association (HGSASAA) is committed to cultivating a lifelong relationship between the school and its alumni through fostering camaraderie among all certificate and master's degree graduates. HGSASAA supports the mission of Hazelden Graduate School and provides alumni with opportunities for continued professional development and scholarship. The Association sponsors reunions, events, and mentoring opportunities with current students, encouraging graduates to sustain their competency in best clinical practices and their loyalty to the school.

For more information regarding the HGSAS Alumni Association, e-mail [HGSASalumni@hazelden.org](mailto:HGSASalumni@hazelden.org) or visit [hazelden.org/gradschoolalumni](http://hazelden.org/gradschoolalumni).

## Faculty/Student Forum

Faculty members meet with students to interact on issues reflecting students' needs and concerns. This open forum meets each semester.

## 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 unit schedule falls on one of the holidays, the student is not required to be on the unit but must make up the hours missed if he or she chooses not to be there that day. The student also must inform the unit supervisor prior to the holiday.

## Incident Reports

If students are involved in any unusual events, accidents, or injuries regarding themselves, patients, staff, or Hazelden property, they are asked to complete a Hazelden Incident Report and give it to their advisor immediately. Incident Report forms are available through the advisor.

## Information Technology Business Use

Students are not permitted to use Hazelden's information technology (IT) for business or commercial purposes unrelated to Hazelden. Personal correspondence should be completed on a student's own time, and the Hazelden 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 computers.

Prohibited IT use includes, but is not limited to:

- 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-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'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

This policy outlines expectations and guidelines for student wireless Internet access and usage.

The objectives are twofold:

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

This policy governs all student connectivity, access, and usage of the Hazelden HGSAS wireless network regardless of the device being used (e.g., personal laptop, smart phone, or other handheld device).

Network connectivity is provided as a service to students of the HGSAS. Network connectivity is provided via Hazelden-owned devices such as those found in the computer labs

in the Cork building. Wireless access to the Internet is also provided in the Cork building. 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 the Hazelden campus.
- 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 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.
- The intention for network access is educational, not entertainment. All activity will be filtered and monitored. Illegal file sharing is prohibited as outlined in the Copyright and Intellectual Property policy and Rules of Conduct sections in this handbook.
- Non-Hazelden-approved wireless access points will not be allowed to operate within the premises.
- 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 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-owned devices.
- Students are required to abide by all policies related to copyrighted and intellectual property as specified in this handbook. In addition, all provisions of the Hazelden workforce acceptable use policy apply equally to wireless networking.
- Unauthorized use of HGSAS wireless or any part of Hazelden's corporate network, whether intentional or unintentional, is subject to disciplinary sanctions including termination from the program. See Section 5, page 24, for details.

## Information Technology Guidelines

Hazelden'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's IT. IT is subject to monitoring at any time, with or without notice, to verify that Hazelden'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 HGSAS social media policy specifies guidelines for students related to school-authorized and personal use of social media. This policy is designed to protect HGSAS and the Hazelden 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. 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 HGSAS, its students, faculty, staff, Hazelden Foundation employees, patients, clients, donors, and all of Hazelden'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 HGSAS 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 HGSAS and the Hazelden Foundation. Students may not publicly discuss clients, products, employees, or any work-related matters when confidential or proprietary outside Hazelden Foundation and HGSAS-authorized communications.

When attending and participating in HGSAS and Hazelden Foundation events and activities, students must follow Hazelden's Photography/Film Policy (<http://haznet/Policy/DisseminationMedia/PhotoFilmPolicy.pdf>).

## 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 HGSAS and Hazelden Foundation. When granted authority from HGSAS administration or its designated employees, students may utilize social media to convey information about school and Hazelden products and services, to promote and raise awareness of HGSAS and Hazelden Foundation's brand, to pursue academic collaboration within the guidelines of the school's policies and procedures, to communicate with fellow students and Hazelden employees for academic purposes, and to discuss HGSAS-specific activities and events.

When using social media, students must seek the approval of HGSAS 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 HGSAS employees can prepare and modify content for the Graduate School's blog or other social media postings located on any social media site or any link within **hazelden.org** or **hazelden.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 HGSAS administration or designated employees.
3. All students must identify themselves as students of HGSAS 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 HGSAS blog or social media sites.
5. HGSAS and its students are responsible for ensuring all posted information complies with Hazelden Foundation's guidelines for social media use and those set forth in this policy. HGSAS 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. HGSAS 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. HGSAS 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 HGSAS administration, its designated employees, and Hazelden 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 HGSAS administration, its designated employees, and Hazelden Foundation. Requests to unblock such sites will be considered on a case-by-case basis and may remain blocked after assessment by HGSAS administration, its designated employees, and Hazelden IT staff.
9. As Hazelden engages in conversations online, the following code of ethics applies to Hazelden Foundation and HGSAS-sponsored sites and in comments on other sites.
  - HGSAS posts and comments will be accurate and factual.
  - HGSAS will acknowledge and correct mistakes promptly.
  - When corrections are made, HGSAS will preserve the original post, showing by strikethrough what corrections have been made, to maintain integrity.
  - HGSAS will link directly to online references and original source materials.
  - HGSAS staff will disclose conflicts of interest and will not attempt to conceal their identity or that they work for HGSAS and Hazelden Foundation.

### **Personal Social Media Use**

HGSAS 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 HGSAS.

Hazelden 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 HGSAS and Hazelden Foundation.

1. HGSAS students cannot use Hazelden-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, HGSAS administration or its employees, or anyone associated with or doing business with Hazelden.
3. Students can be held responsible if their comments are considered defamatory, obscene, insulting, or proprietary by any offended party, not just HGSAS and Hazelden Foundation.
4. Students should write in the first person. When a connection to HGSAS and Hazelden Foundation is apparent, the student must state that he or she is speaking for himself or herself and not on behalf of HGSAS and Hazelden 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 HGSAS and Hazelden Foundation.”
5. Students cannot post the name, trademark, or logo of the company or any business with a connection to HGSAS and Hazelden Foundation. Students cannot post Hazelden Foundation and HGSAS-privileged information, including copyrighted information or foundation-issued documents.
6. HGSAS recognizes that students engage in activities outside of HGSAS with other students and Hazelden 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 HGSAS and Hazelden Foundation products nor sell HGSAS and Hazelden Foundation products and services.
8. Students should use a personal email address (not hazelden.org or hazelden.edu addresses) as primary means of identification when posting.
9. If contacted by the media or press about posts that relate to HGSAS or Hazelden Foundation business, students are required to speak with HGSAS administration or its designated employees before responding.
10. Downloading software used for personal blogging purposes is prohibited on HGSAS- or Hazelden Foundation–owned equipment.
11. If students identify themselves as a student at HGSAS and/or have connected themselves with others affiliated with Hazelden (including fellow students, HGSAS and Hazelden employees, managers and clients), 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 HGSAS administration, its designated employees, and Hazelden Foundation IT staff.
14. Students are encouraged to be respectful and professional to fellow students, Hazelden employees, HGSAS administration and employees, Hazelden and HGSAS business partners, competitors, and patients. Students should avoid using unprofessional online personas.

### ***Student Monitoring***

The HGSAS and Hazelden Foundation reserves the right to monitor comments or discussions about HGSAS and Hazelden Foundation, and its employees, products, clients, and competitors posted by anyone on the Internet.

### ***Reporting Violations***

The HGSAS requests and strongly urges students to report any violations or possible or perceived violations to HGSAS administration, its designated employees, or Human Resources. Violations may include inappropriate and disrespectful discussions of HGSAS, Hazelden Foundation, its employees and clients, 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 HGSAS and Hazelden Foundation investigate and respond to all reports of violations of the social media guidelines and other related policies. Violation of HGSAS and Hazelden Foundation policy will result in disciplinary action including possible dismissal from the HGSAS.

## Lockers

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

Lockers are the property of Hazelden 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 Library are responsible for returning these items in good condition and by the due date. If items become overdue, the librarians will send each student a reminder. If items remain overdue, subsequent reminders may be copied to the student's supervisor. If items are lost or not returned following reminders, the librarians 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 have the librarians stamp their exit paperwork, affirming that all borrowed items have been returned to the library.

## Student Assistance Program (SAP)— Counseling Services

The SAP 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 sessions for assessment 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 has implemented a tobacco-free campus. Students are prohibited from smoking or using other tobacco products on any Hazelden campus or grounds, in any Hazelden-owned or Hazelden-leased building, or in any Hazelden 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 students or employees.

## 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 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 Hazelden business, in Hazelden vehicles, or while on a Hazelden-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 HGSAS strongly recommends that a student first consult with the faculty member or clinical supervisor 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 or clinical supervisor, 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.

All complaints will be resolved as expeditiously as possible. The 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 (page 22)
- Complaint against a student for violating the Rules of Conduct (page 24)
- Grievance against a disciplinary action (see the Rules of Conduct section, page 24)
- Grade appeals (page 30)
- Appeal for academic reinstatement (page 27)
- Amending the educational records (page 39)
- Appealing an accommodation decision (page 25)

## Campus Security Policy

The Hazelden Graduate School of Addiction Studies, in conjunction with the Hazelden 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 Foundation is responsible for reporting crime statistics and providing safety information to the campus community.

The annual security report for the Hazelden 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 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 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 Graduate School, in cooperation with the Hazelden Foundation, provides protection of buildings, property, and parking lots. Hazelden 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 name tag. 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 malfunctions to Environment of Care personnel at extension x4670 or x4193.
- 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'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.

#### Sexual assault:

- 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 Hazelden Graduate School. The intranet is an additional resource used by the Hazelden Graduate School for the dissemination of crime bulletins, department presentations, crime prevention tips, and newsworthy information.

#### Reporting sexual assaults:

- Every effort is made to ensure that our campus environment promotes and assists in prompt reporting of sexual assaults and provides compassionate support services for survivors. Prompt reporting of sexual assaults 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 or rape, forced sodomy, forced oral copulation, rape by foreign object, sexual battery, and acquaintance/date rape.
- Sexual assaults 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 x4205
  - Hazelden's security number x3600
  - Academic Advisor or Dean
  - Chisago County Sheriff Office  
313 N Main St.  
Ste. 100  
Center City, MN 55012
    - First, call Dispatch at (651) 257-4100
    - 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
- 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

**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 Hazelden's security number at extension x3600.
- To report a crime that is not an emergency, contact Hazelden's security number at extension x3600 or call the Chisago County Sheriff's Office at (651) 257-4100 (Dispatch) or (651) 213-6301.
- The HGSAS encourages prompt reporting of all crimes to the appropriate law enforcement agencies and to the Hazelden 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 school-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 Graduate School may sanction a student found to have committed sexual assault with probation, counseling, suspension, or expulsion. The Hazelden 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 liaison at extension x4205. As discussed above, the individual may be subject to disciplinary action.
- The Hazelden Graduate School is committed to providing proceedings that are supportive, sensitive, expedient, and respectful to each individual's rights. Both the accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding, and both must be informed of the outcome of an institutional disciplinary proceeding brought alleging a sex offense.

**Crime and emergency alert notices:**

- The Hazelden 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 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.

## Safety and Emergency Procedures

It is the intention of the 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 Hazelden's 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 Hazelden'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:

- 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
  - Channel 5 (ABC) kstp.com
  - Channel 11 (NBC) kare11.com
  - WCCO Radio (830 AM)
- Canceled classes will be rescheduled for a later date.
- 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 internship/externship. 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

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## Master of Arts in Addiction Counseling

The following graduate courses are based on semester hour credits. Counseling Foundations Courses, (CF)-500, 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 lab hours. Clinical 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. Clinical Externship, (CPC) 800, advances clearly defined outcome competencies as a culmination of applied learning.

### Course Offerings

#### **Counseling Foundations (CF)**

##### **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
- 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

##### **CF-502 Counseling Foundations: Mental Health Conditions and Complications—3 credits**

This course offers a comprehensive overview of an integrated model for mental health conditions and alcohol and drug dependency. 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 Psychiatry Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)* 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 life span
- 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

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

This course provides an in-depth 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.

*Learning outcomes include:*

- Applying scientific methods to investigate questions about or problems with treatment modalities and clinical outcomes
- 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
- Understanding the components of effective quality management systems
- Critiquing research literature and related reports

### 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 life cycle 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-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. Course work not completed will receive a grade of “I” (incomplete). If the course work 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: Mental Health Conditions and Complications II: Differential Diagnosis – 3 credits

This course provides students with current, evidence-based assessment and appraisal methods needed to formulate a comprehensive *DSM-IV-TR* 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 client, the support system, and other professionals in order to provide appropriate treatment plans and coordination of care.

#### *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
- Communication of results of the diagnostic process with the client, other treatment providers, and the client's support system

### CF-810 Counseling Foundations: Mental Health Conditions and Complications III: Evidence-Based Practice for Co-Occurring Disorders – 3 credits

This course provides an in-depth 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 client characteristics and clinical expertise to make clinical decisions consistent with an empirically supported treatment approach. Evidence-based approaches to crisis prevention/management and continuing care will also be discussed.

#### *Learning outcomes include:*

Applying an integrated treatment approach for addiction and co-occurring disorders, with a focus on collaboration with the client, 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, etc.

- Understanding the role of psychopharmacology in the treatment of co-occurring disorders, and applying this knowledge to assist clients with the behavioral and self-advocacy aspects of medication management.
- Understanding and using crisis prevention, intervention, and follow-up procedures
- Utilizing a multiculturally competent approach to integrated treatment
- Applying ethical codes and legal mandates to clinical practice

### 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 treatment plan for individuals with addiction and co-occurring disorders. Individualized clinical treatment planning involves collaboration with the client, the support system, and other professionals, agencies, and community resources. Treatment planning is a creative, dynamic process in which addiction counselors identify ongoing needs and adapt the plan to best serve the client. 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.

#### *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
- Educating clients and client support systems about chemical dependency and mental health disorders, including the ways in which these disorders influence each other, and recovery from chemical dependency and mental health disorders.
- Aligning interventions with individual differences, stages of change, and client preferences, and updating treatment plans in response to changes in client motivation, circumstances, and treatment progress
- Organizing and summarizing clinical impressions and treatment rationales through clear, objective documentation
- Managing service needs through the collaboration of clients, support networks, community resources, and other professionals and the utilization of psychoeducation, supervision, consultation, and referral.
- Developing integrated discharge and continuing care plans for effective recovery management.
- Understanding the importance of advocacy for clients within the healthcare system, educating the

client and support system about self-advocacy, and advocating for public support of integrated services

### CF-812 Counseling Foundations: Evaluation Methodologies for the Clinician and Treatment Administrator – 3 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 client 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 discussed with an emphasis on single-case research designs and other research designs common to treatment outcomes studies.

#### *Learning outcomes include:*

- Choosing the most appropriate methods of progress and outcomes assessment for each client
- Utilizing the clinical data to inform counseling strategy
- Evaluating the effectiveness of counseling strategy for the client
- Monitoring client progress towards treatment goals
- Understanding the implementation and evaluation of single-case research designs in treatment delivery settings
- Critically evaluating the research literature and using the literature to inform counseling practice

**Clinical Process Courses (CPC)****CPC-600 Counseling Strategies: Diagnostic Procedures—5 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-IV-TR)*, 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 as a function of assessment and diagnosis, treatment planning is aligned with issues involving addiction and its mental health complications.

A weekly eight-hour clinical lab is included to allow student observation and experience regarding interviewing techniques, assessment of target symptoms, application of assessment instruments, and documentation methods for diagnostic reports.

*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 client 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 client information to create individualized treatment and continuing care plans
- Understanding key ethical issues pertaining to appraisal

**CPC-601 Counseling Strategies: Individual Approaches—5 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.

A weekly eight-hour clinical lab provides students with opportunities to apply basic therapeutic skills through observational experience and co-facilitation of individual counseling and treatment procedures.

*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

**CPC-602 Counseling Strategies: Group Theory and Process—5 credits**

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

A weekly eight-hour clinical lab provides students with opportunities to apply basic group counseling skills through observational experience and co-facilitation of various patient groups.

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

#### **CPC-604 Counseling Strategies: Multicultural Approaches—4 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.

A weekly eight-hour clinical lab is included to allow students practice and observational opportunities concerning special populations, cultural diversity, and individual variability.

*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
- Developing treatment planning and counseling approaches based upon minority development models
- Relating theoretical constructs and research in culture and ethnicity to clinical practice

#### **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.

*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

#### **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

**CPC-703 Synthesis: Professional Practice I—1 credit**

This capstone experience integrates prior learning from clinical labs, classroom instruction, and externship experience and culminates in the completion of a comprehensive exam. 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 Externship—7 credits (Grading: Pass/Fail)**

The clinical externship 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 Externship includes a minimum of 420 hours in addition to the 480 hours of clinical lab, for a total of 900 clinical hours. These hours are devoted to addiction counseling ranging across the spectrum of acute recovery, mental health complications, continuing care, vocational counseling, and life-span considerations.

Those students needing additional time to achieve desired hours and clinical competence have the option of a second-stage externship or CPC-802.

*Learning outcomes include the ability to:*

- 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 client 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
- 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

## Electives Courses

Elective courses are not a requirement for the master's degree.

### **Counseling Foundations (CF)**

#### **CF-504 Counseling Foundations: Adolescent Development—2 credits**

A comprehensive overview of adolescent alcohol and drug addiction treatment is presented with a focus on developmental issues. Core topics include legal, ethical, and professional issues and issues related to dual diagnosis, multiculturalism and diversity, assessment/evaluation, medical aspects and pharmacology, and family. An investigation of developmental models relative to adolescent treatment is included.

*Learning outcomes include:*

- Integrating developmental models with treatment interventions
- Analyzing clinical needs to practice appropriate theoretical application
- Conceptualizing the clinical picture for appropriate treatment planning
- Understanding theoretical implications of adolescent development to practice appropriate interventions for continuum of care

#### **CF-505 Counseling Foundations: Life-Span Development—2 credits**

This course is designed to foster knowledge and understanding concerning cognitive, social, physical, emotional, and spiritual development across the life span. 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.

*Learning outcomes include:*

- Integrating and applying developmental theoretical approaches for professional counseling to individuals and groups through a life span
- Analyzing the needs of clients and patients utilizing developmental approaches
- Conceptualizing integration of Twelve Step facilitation as an example of evidence-based treatment with developmental counseling skills
- Integrating ethical and legal principles and standards in developmental counseling
- Applying developmental approaches to counseling diverse populations
- Integrating developmental approaches in treatment planning

#### **CF-507 Counseling Foundations: Pathological Gambling—1 credit**

This course will orient students to the history, etiology, and prevalence of pathological gambling. The class will provide students with the knowledge of assessment and evaluation tools and treatment planning, counseling, interventions, and referral techniques. Students will learn the characteristics and types of problem gamblers and their behaviors, cognitive dysfunctions, stages of progression, relapse prevention, and similarities and differences with other addictions. The course will also cover the psychosocial impact of pathological gambling on families as well as negative consequences involving financial, employment, and legal issues.

*Learning outcomes include:*

- Integrating clinical theory and applications appropriate to the treatment of pathological gambling
- Synthesizing various treatment modalities related to pathological gambling and with consideration of and in relation to chemical dependency treatment practices
- Conceptualizing treatment approaches for individuals at stages of progression and recovery
- Analyzing treatment strategies and resources for pathological gamblers and their families

### CF-508 Counseling Foundations: Lifestyle and Vocational Development—2 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. 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.

Note: An additional course fee is assessed for this course. Please see the fee schedule posted at hazelden.edu for details.

*Learning outcomes include:*

- Integrating and applying theoretical approaches to career counseling to individuals and groups in professional and addiction counseling practice
- Analyzing needs of clients and constructing career plans based on current evidence-based practice from theoretical approaches
- Conceptualizing Twelve Step integration with career counseling skills
- Integrating ethical and legal issues as well as principles and standards in career counseling
- Applying career and lifestyle planning with culturally diverse populations
- Utilizing testing and evaluation tools for career counseling

### Clinical Process Course (CPC)

#### CPC-802 Externship II—5 credits (Grading: Pass/Fail)

Externship II 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. Faculty provides weekly group supervision as well as individual consultation. A licensed professional counselor or licensed psychologist at the externship site facilitates weekly individual hourly supervision sessions.

*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 life span, 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

- 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-701 Synthesis: Ethics—3 credits
  - CPC-702 Synthesis: Case Management—2 credits
  - CPC-703 Synthesis: Professional Practice I—1 credit
  - CPC-801 Externship—7 credits; 420 hours of clinical practice
3. Complete a comprehensive written examination. Students must attain a minimum score of 2.5 for each of the rubric ratings.
  4. From the time of matriculation, full-time graduate students will complete all courses within a five-year period. Externship and the comprehensive examination must be completed within five years.
  5. From the time of matriculation, part-time students (regardless of credit load), will complete all course work within five years. Externship and the comprehensive exam must be completed within five years.
  6. Good academic standing with a minimum cumulative GPA of 3.0 or higher, in addition to absence of sanctions associated with the rules of conduct and requirements for academic honesty.
  7. All financial obligations to the school must be met.

### Requirements for Program Completion

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

1. Twelve semester credits in foundation courses:
  - CF-500 Counseling Foundations: Introduction to Theory and Practice—1 credit
  - CF-501 Counseling Foundations: Biological Perspectives—2 credits
  - CF-502 Counseling Foundations: Mental Health Conditions and Complications—3 credits
  - CF-503 Counseling Foundations: Research and Clinical Practice—3 credits
  - CF-506 Counseling Foundations: Families and Systems—3 credits
2. Thirty-two semester credits in clinical process courses, including 480 hours of clinical lab and 420 hours of clinical externship:
  - CPC-600 Counseling Strategies: Diagnostic Procedures—5 credits; includes eight-hour weekly clinical lab
  - CPC-601 Counseling Strategies: Individual Approaches—5 credits; includes eight-hour weekly clinical lab
  - CPC-602 Counseling Strategies: Group Theory and Process—5 credits; includes eight-hour weekly clinical lab
  - CPC-604 Counseling Strategies: Multicultural Approaches—4 credits; includes eight-hour weekly clinical lab

### Course Sequence: Master's (Full-Time Program, Fall Admission)

Semester I—Fall	
Course #	Credits
CF-500	1
CF-501	2
CPC-600	5
CPC-601	5
CPC-701	3
<b>Total</b>	<b>16</b>
Semester II—Winter	
CF-503	3
CPC-602	5
CPC-604	4
CPC-702	2
<b>Total</b>	<b>14</b>
Semester III—Summer	
CF-502	3
CF-506	3
CPC-703	1
CPC-801	7
<b>Total</b>	<b>14</b>

## Certificate of Addiction Counseling

The following courses are designated at the certificate level and are based upon educational objectives suitable for undergraduate studies. CF-300 are introductory courses without clinical practice. CPC-400 are all clinical courses that include a clinical lab. CPC-451 level courses highlight critical thinking and integration of learning from diverse sources. CPC-460 are clinical practice courses that develop clinical competencies.

### Course Offerings

#### **Counseling Foundations (CF)**

**CF-300 Counseling Foundations: Introduction to Theory and Practice—15 hours**

This course examines the historical, current, and emerging theories of addiction. Implications for prevention, treatment, ethical practice, and professional concerns are considered along with exploration of clinical pathways to recovery. A special emphasis is placed on the bio-psychosocial basis of substance dependency and attendant self-help methods.

*Learning outcomes include:*

- Identifying major models of addiction
- Knowing levels of care included in the continuum of care
- Understanding appropriate use of the continuum of care

**CF-301 Counseling Foundations: Biological Perspectives—30 hours**

The biology of alcohol and drug dependency 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 disorders. The role of psychopharmacology is addressed from a broad perspective focusing on alcohol and drug abuse, and agents frequently used in the management and resolution of withdrawal symptoms. At the conclusion of the course, the student will be able to appreciate diversity as a clinical opportunity based upon individual variability including social, cultural, physical, and psychological implications of recovery.

*Learning outcomes include:*

- Identifying major biological models of addiction
- Knowing basic symptoms and management techniques for withdrawal
- Understanding general classifications of medical complications commonly associated with alcohol and drug dependency
- Understand the use and practice of anti-addiction medications in treatment planning, with traditional interventions for addiction treatment

**CF-302 Counseling Foundations: Mental Health Conditions and Complications—45 hours**

This course offers a comprehensive overview of an integrated treatment model for individuals with co-occurring mental health issues and alcohol and other drug dependency. Treatment is addressed with emphasis on the dynamics of empirically based treatment strategies. The role of psychopharmacology and counseling in treating co-occurring disorders is explored, as are community resources. Relapse prevention and continuing care planning are also discussed. Students will appreciate diversity as a clinical opportunity including social, cultural, physical, and psychological implications of recovery.

*Learning outcomes include:*

- Identifying mental health disorders commonly associated with alcohol and drug dependency
- Verbalizing the rationale to support necessary mental health treatment approaches while addressing alcohol and drug dependency issues
- Identifying basic symptoms and management techniques for mental health complications
- Demonstrating an understanding of an integrated treatment approach
- Understanding the importance of continuing care planning for individuals with co-occurring disorders

**CF-303 Counseling Foundations: Research and Clinical Practice—18 hours**

This course provides an in-depth overview of clinical research processes and functions that encompass an array of clinically relevant practices. These processes and functions include scientific research, review of research literature, and application to treatment innovations; program evaluation procedures and outcomes; and understanding the application of research design and methodology.

*Learning outcomes include:*

- Identifying basic measures of central tendency
- Understanding basic statistical tests and how they are used for analyzing data

**CF-304 Counseling Foundations: Adolescent Development—30 hours**

A comprehensive overview of adolescent alcohol and drug addiction treatment is presented with a focus on developmental issues. Core topics include legal, ethical, and professional issues and issues related to dual diagnosis, multiculturalism and diversity, assessment/evaluation, medical aspects and pharmacology, and family. An investigation of developmental models relative to adolescent treatment is included.

Learning outcomes include:

- Identifying the developmental stage of adolescent patients
- Understanding levels of adolescent care across the continuum of care
- Knowing appropriate interventions for clinical needs of adolescents

**CF-306 Counseling Foundations: Families and Systems—45 hours**

This course is an introduction to systemic thought. A broad overview of current family therapy approaches is presented, with specific emphasis on how each approach might be applied to working with a family facing addiction and recovery issues. Family dynamics are explored and discussed, comparing healthy family development to patterns of dysfunction. Concepts of family life cycle stages, styles of communication, boundary setting, family rules and roles, and cultural diversity are examined, as are strategies for clinical intervention. Students have an opportunity to practice applying family therapy models to families dealing with addiction.

*Learning outcomes include:*

- Studying systemic theories in order to allow the student to integrate personal experience with professional knowledge
- Practicing skills and techniques presented by family systems theorists in simulated family settings
- Becoming aware of the relationship that exists between family-of-origin issues and recovery within the Twelve Step model

**CF-310 Orientation to Clinical Services—30 hours  
(Grading: Pass/Fail)**

This orientation provides a comprehensive overview of key clinical processes and operations pertinent to the delivery of addiction treatment services. Students are introduced to daily roles and responsibilities of professionals at Hazelden within Recovery Services and in similar settings for addiction treatment, emphasizing practical information readily applicable to clinical practicum and clinical internship experiences.

### CF-311 Orientation to Non-clinical Services—14 hours (Grading: Pass/Fail)

This orientation focuses on non-clinical services provided in addiction treatment settings. Students are introduced to non-clinical roles and responsibilities, emphasizing practical information readily adapted to the tasks of an addiction counselor.

### Clinical Process Courses (CPC)

#### CPC-400 Counseling Strategies: Diagnostic Procedures—45 hours

This course is a comprehensive overview of assessment models and issues relevant to alcohol and drug dependency diagnosis and includes an in-depth look at target interviewing techniques, use of self-report questionnaires, application of database information, and structured interview techniques to evaluate social, psychological, and alcohol and drug abuse data. Standard methods for establishing a diagnosis are explored within the context of key clinical processes, such as intake and assessment. Viewed as a function of assessment and diagnosis, treatment planning is aligned with issues involving addiction and its mental health complications.

*Learning outcomes include:*

- Conducting introductory and initial interviews with a timely and empathic stance
- Explaining common components of assessment instruments
- Conducting a social history interview and a diagnostic interview
- Identifying the extent and severity of alcohol and drug use/abuse and establishing a diagnosis of alcohol and drug dependency and abuse
- Preparing accurate and concise documentation of interviews and diagnosis

#### CPC-401 Counseling Strategies: Individual Approaches—45 hours

This course is an extensive overview of individual counseling and therapeutic processes involving theories of personality, psychotherapy, and 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 field of alcohol and drug dependency.

Upon successful completion of the course, students are able to demonstrate a high degree of competence in theoretical approaches to addiction treatment and recovery.

*Learning outcomes include:*

- Identifying counseling approaches with personality theory
- Understanding stages of change
- Relating counseling approaches to the treatment of addiction
- Understanding the application of counseling approaches in alignment with clinical issues and individual differences

#### CPC-402 Counseling Strategies: Group Theory and Process—45 hours

This course provides an in-depth look at the theory and practice of group therapy as applied to alcohol and drug dependency. 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.

Upon successful completion of the course, students are able to demonstrate a high degree of competence in theoretical approaches to group work within addiction treatment and recovery programs.

*Learning outcomes include:*

- Identifying group counseling approaches
- Understanding stages of change and stages of group process
- Relating group counseling approaches to the treatment of addiction
- Understanding the application of group counseling approaches in alignment with clinical issues and situational differences

#### CPC-404 Counseling Strategies: Multicultural Approaches—30 hours

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

*Learning outcomes include:*

- Identifying the impact of differences and diversity on intervention and treatment planning
- Identifying stages of development as affected by cultural factors
- Describing treatment considerations for ethnic and cultural minorities

**CPC-451 Synthesis: Ethics—45 hours**

This course is an in-depth exploration of ethical, moral, and legal implications of addiction counseling. Conceptual underpinnings of ethical practice are explored in addition to legal considerations regarding practice and professional conduct.

*Learning outcomes include:*

- Articulating a code of ethics for the addiction professional
- Applying ethical principles to clinical situations
- Understanding legal and ethical issues for appropriate decision making
- Discussing the NADAAC code of ethics and federal and state law

**CPC-452 Synthesis: Case Management—30 hours**

This course focuses on case management and documentation as an integral component of counseling. Students learn case management principles and practices, including service coordination, placement criteria, documentation, risk management, service integration, treatment planning, consultation, teamwork, and community referral. Case service models are explored in conjunction with treatment methods and patient populations.

*Learning outcomes include:*

- Participating as members of a clinical treatment team
- Determining clinical priorities within a caseload
- Developing and implementing treatment plans
- Monitoring treatment progress and modifying approaches
- Establishing continuing care plans and generating referrals
- Understanding engagement and recovery coaching theory and online methods in order to facilitate continuing care
- Providing documentation consistent with ethical/legal standards

**CPC-460 Clinical Practicum I—330 hours (Grading: Pass/Fail)**

This practicum is an intensive learning opportunity that focuses on the fundamental skills of alcohol and drug dependency counseling. Students observe and then practice clinical processes and procedures. They participate as members of the multidisciplinary team and immerse themselves in the daily therapeutic environment of their assigned unit. Through a process of observation and supervision, students will gain entry-level skills including interviewing, documenting, co-facilitation counseling, and unit coordination. Students and their supervisors work closely in determining preparedness and practice readiness. Clinical supervision is used as a method of monitoring and advancing clinical development.

*Learning outcomes include:*

- Facilitating entry into the recovery process (preadmission, intake, and admission services)
- Learning unit procedures and functions
- Demonstrating basic interviewing skills
- Conducting introductory and initial interviews
- Educating clients
- Conducting social and chemical interviews
- Initiating helping relationships
- Practicing basic counseling skills
- Participating in multidisciplinary teamwork
- Observing treatment planning
- Documenting
- Facilitating client progression
- Understanding the therapeutic environment
- Observing and participating in continuing care planning
- Assisting in facilitating the Twelve Step process

**CPC-461 Clinical Practicum II—360 hours (Grading: Pass/Fail)**

This is a continuation of Clinical Practicum I with increased emphasis on client process and counseling functions. Students remain under close supervision.

*Learning outcomes include:*

- Providing basic counseling services based on Twelve Step facilitation
- Understanding the recovery process
- Observing and reporting patient indicators of change
- Assessing alcohol and drug dependency
- Participating in and facilitating general counseling procedures
- Providing patient/family education
- Assessing patient treatment response
- Participating in treatment planning
- Planning continuing care
- Providing accurate documentation for the medical record
- Participating as a member of a multidisciplinary team
- Being aware of multicultural and diversity issues throughout the continuum of care
- Understanding limits of practice and referring to appropriate resources and/or professionals
- Participating in group counseling
- Immersing themselves in the therapeutic environment
- Participating in group and team processes

**CPC-462 Clinical Externship—421 hours (Grading: Pass/Fail)**

The clinical internship is the opportunity to integrate skills developed in Clinical Practicum I and II. This experience emphasizes integrating clinical knowledge and change strategies with counseling skills. Students provide clinical services aligned with the school's global learning outcomes based upon core functions of addiction counseling (screening, intake, orientation, assessment, treatment planning, individual/group/family counseling, continuing care planning, case management, crisis intervention, patient education, documentation, and liaison with referral and consultation).

*Learning outcomes include the ability to:*

- Demonstrate competence in evidence-based and theoretical approaches to alcohol and drug dependency and its complications
- Implement diagnostic processes, including target interviewing, ICD-9 and *DSM-IV* diagnosis for alcohol and drug disorders necessary to establish initial treatment planning
- Develop and implement a comprehensive treatment plan based on a clinical formulation
- Reassess and revise treatment plans and clinical approaches
- Implement counseling procedures, incorporating standard clinical change strategies in concert with Twelve Step behavior change
- Facilitate individual counseling
- Facilitate group counseling
- Provide psychoeducational services (both individual and group)
- Facilitate family/significant other conferences
- Identify strategic points in the recovery process for further growth and maintenance of ongoing abstinence
- Prescribe and/or provide continuing care services in relationship to individual counseling, group, and psychoeducational services
- Appreciate diversity as a clinical opportunity, based on individual differences including social, cultural, physical, and psychological implications of recovery
- Provide assessment interviewing, involving social, emotional, spiritual, and alcohol and drug abuse issues
- Interpret assessment data from diverse sources (psychological, social, cultural, family, biomedical, and psychiatric); prioritize individual needs in a comprehensive clinical formulation
- Facilitate appropriate referral for related professional services and treatment
- Provide community outreach services based upon formal and informal models of psychoeducational services
- Participate in a multidisciplinary team
- Facilitate a process of change, including related factors such as family, environmental, and systemic issues
- Provide pre-entry services based upon comprehensive methods of screening and intake interviewing in order to develop a provisional diagnosis and clinical outreach services
- Provide 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 ongoing documentation of services provided
- Modify, enhance, or improve clinical practice based upon research and/or quality measurement data
- Understand the ethical, moral, and legal implications of clinical practice
- Maintain professional and ethical standards of behavior and practice
- Participate in self-assessment of current skills and future developmental needs
- Participate in continuing professional education
- Develop and utilize the strategy of self-care to address stress-related issues relative to professional roles and responsibilities

## Electives Courses

Elective courses are not a requirement for the certificate.

### **Counseling Foundations (CF)**

#### **CF-307 Counseling Foundations: Pathological Gambling—15 hours**

This course will orient students to the history, etiology, and prevalence of pathological gambling. The class will provide students with the knowledge of assessment and evaluation tools and treatment planning, counseling, interventions, and referral techniques. Students will learn the characteristics and types of problem gamblers and their behaviors, cognitive dysfunctions, stages of progression, relapse prevention, and similarities and differences with other addictions. The course will also cover the psychosocial impact of pathological gambling on families as well as negative consequences involving financial, employment, and legal issues.

*Learning outcomes include:*

- Articulating theory and applications appropriate to the treatment of pathological gambling
- Applying treatment modalities related to pathological gambling in clinical settings
- Understanding the various treatment approaches for individuals at stages of progression and recovery
- Discussing treatment strategies and resources for pathological gamblers and their families

### **Requirements for Program Completion**

To graduate from the Certificate in Addiction Counseling Program, students must meet these requirements:

1. Completion of the following required courses:
  - CF-300 Counseling Foundations: Introduction to Theory and Practice—15 hours
  - CF-301 Counseling Foundations: Biological Perspectives—30 hours
  - CF-302 Counseling Foundations: Mental Health Conditions and Complications—45 hours
  - CF-303 Counseling Foundations: Research and Clinical Practice—18 hours
  - CF-304 Counseling Foundations: Adolescent Development—30 hours
  - CF-306 Counseling Foundations: Families and Systems—45 hours
  - CF-310 Orientation to Clinical Services—30 hours
  - CF-311 Orientation to Non-clinical Services—14 hours
  - CPC-400 Counseling Strategies: Diagnostic Procedures—45 hours
2. Good academic standing with a minimum cumulative GPA of 2.5 or higher, in addition to absence of sanctions associated with the rules of conduct and requirements for academic honesty.
3. Completion of a minimum of 1,111 hours of supervised clinical practicum and clinical internship within 46 weeks for full-time certificate students, and within 68 weeks for part-time students.
4. All financial obligations to the school must be met.
5. The program time limit for full-time certificate students is a maximum of 46 weeks. Part-time certificate students must complete all program requirements within 68 weeks.

### Course Sequence: Certificate Program (Full-Time Program, Fall Admission)

Semester I—Fall	
Course #	Hours
CF-300	15
CF-301	30
CF-310	30
CF-311	14
CPC-400	45
CPC-401	45
CPC-451	45
CPC-460	330
<b>Total</b>	<b>554</b>
Semester II—Winter	
CF-303	18
CF-304	30
CPC-402	45
CPC-404	30
CPC-452	30
CPC-461	360
<b>Total</b>	<b>513</b>
Semester III—Summer	
CF-302	45
CF-306	45
CPC-462	421
<b>Total</b>	<b>511</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. Perspective 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 and clinical hours earned.

Although students may choose from a menu of course offerings and independent study, the following course descriptions describe advanced practice competence in supervision designed specifically for professionals.

### Course Offerings

#### CPC-803 Clinical Supervision—3 credits

A comprehensive overview of theories and models of clinical supervision and current issues relative to supervisor/supervisee relations are integrated within the construct of evidence-based practice. Students are required to apply knowledge and skills weekly to Graduate School students under academic supervision.

*Learning outcomes include:*

- Integrating and applying theoretical approaches to clinical supervision to individuals and groups practicing addiction counseling
- Analyzing needs of supervisees and constructing theoretical approaches to problem solving
- Conceptualizing Twelve Step integration with supervisory skills
- Using professional literature in supervision to enhance supervisory skills

#### CPC-470 Clinical Supervision—45 hours

A comprehensive overview of theories and models of clinical supervision and current issues relative to supervisor/supervisee relations are integrated within the construct of evidence-based practice. Students are required to apply knowledge and skills weekly to Graduate School students under academic supervision.

*Learning outcomes include:*

- Identifying a variety of approaches to apply supervision intervention
- Understanding supervisee needs and being prepared to problem solve
- Self-evaluating supervision skills



## 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 HGSAS 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 HGSAS, 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 HGSAS President, Mr. Mishek is the Chief Executive Officer of the larger Hazelden Foundation. Prior to joining Hazelden, 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 Graduate School of Addiction Studies since October of 2008. At the HGSAS, 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. She began her career at Hazelden as a clinical psychologist providing direct clinical care for adults on Hazelden's 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 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 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.

### Daniel C. Frigo, PhD, LP, LICSW

*Dean and Associate 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 has served as Dean of the Hazelden Graduate School of Addiction Studies since June of 2010. As Dean, he takes a student-centered approach, working to ensure a quality educational experience for students. Prior to his role as Dean, Dr. Frigo was an Associate Professor at HGSAS for five years.

Dr. Frigo practiced as a licensed clinical social worker for 19 years. He specialized in chemical dependency 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.

**Anna Peters, PhD, LP**

*Assistant Professor*

- PhD, University of Colorado at Boulder, Clinical Psychology, 2008
- MA, University of Colorado at Boulder, Clinical Psychology, 2005
- BS, BA, University of Pittsburgh, Biological Sciences and Anthropology, 1998

**Academic Contributions**

Dr. Peters is a clinical psychologist whose academic and clinical interests include assessment, diagnosis, and treatment of co-occurring disorders, multicultural counseling, and mindfulness-based cognitive-behavioral psychotherapies.

**Leadership and Service**

Dr. Peters joined the Hazelden Graduate School of Addiction Studies faculty as assistant professor in August of 2009. In addition to her involvement in teaching, advising, supervision, and research, Dr. Peters coordinates clinical internships for students. She serves on the Hazelden Staff Diversity and Inclusion Work Group and is faculty sponsor of the Multicultural Association of Student Counselors (MASC).

Dr. Peters began her career at Hazelden in 2006, practicing individual and group psychotherapy with adults on Hazelden's Center City, Minnesota, campus. Dr. Peters has also had clinical experience in community mental health and at a university counseling center, both in Colorado.

**Suzanne Singh, PhD**

*Assistant Professor*

- PhD, University of Nebraska–Lincoln, Clinical Psychology, 2011
- MA, Wake Forest University, Psychology, 2006
- BA, The College of William and Mary, Psychology, 2004

**Academic Contributions**

Dr. Singh has a PhD in clinical psychology with academic and research interests in evidence-based practices in addiction and mental health treatment, anxiety disorders, and information processing biases.

**Leadership and Service**

Dr. Singh joined the Hazelden Graduate School of Addiction Studies faculty in July of 2011. As an assistant professor, she is involved in teaching, supervision, advising, and research.

Dr. Singh specializes in the treatment of addiction and anxiety disorders.

**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 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 Graduate School of Addiction Studies where she is Professor Emerita. Dr. O'Mara is an apprentice Healing Touch 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 Graduate School of Addiction Studies since 2008. Prior to joining Hazelden, 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 Director of the Butler Center for Research at Hazelden since April 2009. She oversees key data operations throughout Hazelden, 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 patient samples and provides research and statistical consultation to a number of areas within the foundation.

## 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 currently manages mental health services for Hazelden's Center for Youth and Families.

### Jan Arford, PsyD, LP

*Adjunct Assistant Professor*

- PsyD, University of St. Thomas, Counseling Psychology, 2003
- MA, University of St. Thomas, Counseling Psychology, 1998
- BS, University of Wisconsin–River Falls, Liberal Arts, 1977

Dr. Arford is a licensed psychologist with experience in dual diagnosis assessment and treatment, individual and group psychotherapy, impact of abuse and trauma, Twelve Step recovery models, and women's issues. She is a senior clinician in Hazelden's Mental Health Center.

### Barbara Clark, MS, LADC, LPC

*Adjunct Instructor*

- MA, University of Louisiana–Monroe, Substance Abuse Counseling, 1995
- MS, University of Texas at Dallas–Richardson, Human Development/App. Cog., 1991
- BA, University of Louisiana–Monroe, Liberal Arts, 1983

Barbara Clark is the Supervisor of the Simmons Unit in the Hazelden's Women's Recovery Center. She has held several positions at Hazelden since 1996, including case management and counseling positions. She currently holds the position of Adjunct Instructor and functions as a supervisor for student practicums and internships.

### Michael Demask, PhD, NCC, LMHC, CAP

*Adjunct Professor*

- PhD, Barry University, Counselor Education and Administration, 1997
- MA, University of South Florida–Tampa, Rehabilitation Counseling, 1994

Dr. Demask has given 23 years of clinical service to addiction, rehabilitation, and mental health counseling, including clinical supervision and administrative responsibilities. Dr. Demask served as one of the school's first professors and was later promoted to Dean. Currently, Dr. Demask is the Executive Director of Hazelden's newest initiative in Naples, Florida, leading an innovative approach to the treatment of addiction and its mental health complications.

**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; client-centered therapy; psychosexual disorders; testing and interpretation; mental illness assessment and treatment; chemical dependency assessment and treatment; consultation; and clinical supervision.

**Janaka Hanvey, PhD, LP***Adjunct Assistant Professor*

- PhD, Saybrook University, Clinical Psychology, 2010
- MS, Winona State University, Counseling Psychology, 1979
- BA, University of Minnesota, Humanities, 1973

Dr. Hanvey is an assistant professor at the Hazelden Graduate School of Addiction Studies, providing academic supervision and is a licensed psychologist in Hazelden's Mental Health Center. Dr. Hanvey provides mental health therapy and assessments and has expertise in compulsive gambling.

**Scott Hesselstine, MA, LADC***Adjunct Instructor*

- MA, Hazelden Graduate School of Addiction Studies, 2007
- BA, George Mason University, Psychology 1990

Mr. Hesselstine is a clinician with Recovery Services at Hazelden in Center City, Minnesota. He has had involvement with direct patient care in both primary and extended care residential services since 2006. Mr. Hesselstine has been involved with program development in the areas of extended residential services, trauma, and disordered eating. He currently is involved with training clinicians in ASAM Placement Criteria.

**F. Emil Jalonen, JD, LADC***Adjunct Assistant Professor*

- JD, University of Minnesota Law School, 1986
- MA, University of Minnesota, Industrial Relations, 1984
- BA, University of Minnesota–Duluth, Economics, 1971

Mr. Jalonen is the coordinator of the Residential Evaluation Program for Adult Services in Center City, Minnesota. He is a licensed alcohol and drug abuse counselor who has experience working with lawyers, law students, and judges. He has presented on chemical dependency to professional groups.

**Nita Kordonowy, MA, LADC, NCGCII***Adjunct Assistant Professor*

- MA, Hazelden Graduate School of Addiction Studies, 2006
- BA, University of Nevada–Las Vegas, Psychology, 2003

Ms. Kordonowy is a chemical dependency counselor at Hazelden's Women's Recovery Center, 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 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 client services to pathological gamblers and developing programming, curricula, and trainings for professionals on the issue of problem and pathological gambling.

**Sarah Nowak, PhD, LP***Adjunct Assistant Professor*

- PhD, Washington State University, Counseling Psychology, 2008
- BA, University of Minnesota, Psychology and Journalism, 2002

Dr. Nowak is a clinician in the Mental Health Center at Hazelden, Center City. She has prior experience in vocational assessment programs and at the Career Services office at Washington State University. Additionally, Dr. Nowak's dissertation research involved developing an assessment tool based on derivatives of Social Cognitive Theory of Career Development and Multicultural Counseling Competencies.

**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 clients. He also has competencies in clinical supervision, psychological development, Twelve Step philosophy, and oppositional clients.

**Chuck Rice, JD, LADC***Adjunct Assistant Professor*

- MA, Hazelden Graduate School of Addiction Studies, 2001
- JD, University of Connecticut School of Law, 1976
- BA, Georgetown University, Phi Beta Kappa, 1973

Mr. Rice is an assistant professor at the Hazelden Graduate School of Addiction Studies, where he teaches a variety of courses. Mr. Rice is a licensed alcohol and drug counselor as well as a member of the Connecticut Bar. He has expertise in ethical issues of addiction counseling as well as counseling within the Twelve Step facilitation framework.

**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 currently manages the mental health clinic at Hazelden's St. Paul Mental Health Clinic.

**Marvin D. Seppala, MD***Adjunct Assistant Professor*

- MD, Mayo Medical School, 1984
- BA, Drake University, Biology, 1980

Dr. Seppala is Chief Medical Officer at Hazelden. His responsibilities include overseeing all interdisciplinary clinical practices at Hazelden, maintaining and improving standards for evidence-based practices, and supporting growth strategies for Hazelden's residential and nonresidential addiction treatment programs and services throughout the country.

**Kent Smallwood, PhD, LP***Adjunct Assistant Professor*

- PhD, Western Michigan University, Psychology: Behavior Analysis, 2007
- MA, Western Michigan University, Psychology: Behavior Analysis, 2005
- BS, Western Michigan University, Psychology: Behavior Analysis, 2000

Dr. Smallwood is a mental health practitioner at the Hazelden Foundation, Center City campus. During his undergraduate and graduate educations, he was trained in a variety of newly developed, behaviorally based, and empirically supported treatments, including Acceptance and Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), and Functional Analytic Psychotherapy (FAP). He has been actively conducting workshops, trainings, didactics, and teaching graduate psychology courses on ACT since 2005 with students, therapists, psychologists, psychiatrists, and the general public.

**Kathy Struckmeyer, DC, LADC***Adjunct Instructor*

- MA, Hazelden Graduate School of Addiction Studies, 2004
- DC, Northwestern College of Chiropractic, 1989
- BA, University of Minnesota, Education, 1979

Dr. Struckmeyer is an adjunct instructor at the Hazelden Graduate School of Addiction Studies. Dr. Struckmeyer is also a supervisor and chemical dependency counselor at Hazelden, Center City. She is a licensed alcohol and drug counselor. Dr. Struckmeyer's special interests includes the treatment of eating disorders and chronic pain management through Twelve Step facilitation.

**Francis Williams, PsyD, LMFT, LP***Adjunct Assistant Professor*

- PsyD, University of St. Thomas, Psychology, 2000
- MS, University of Wisconsin–Stout, Marriage and Family Therapy, 1986
- BS, University of Wisconsin–River Falls, Sociology with Social Work Emphasis/Health Education, 1981

Dr. Williams is a mental health professional and senior clinician at Hazelden. She provides individual, family, and group therapy to those in long-term inpatient treatment settings using psychodynamic, cognitive behavioral, and systemic approaches to therapy. She specializes in dual disorders, complex PTSD, and personality disorders. Dr. Williams is a national presenter in the area of trauma and addiction.

**Jon Zeipen, MSW, LSGW***Adjunct Assistant Professor*

- MSW, University of Minnesota, 1996
- BSW, Moorhead State University, 1992

Mr. Zeipen holds an MSW degree from the University of Minnesota and is the Director of Performance Excellence and Patient Safety at the Hazelden Foundation. He is also an adjunct assistant professor in Hazelden's Graduate School of Addiction Studies. Mr. Zeipen's expertise includes Twelve Step facilitation, performance improvement, assessment and evaluation systems, and family work. He is currently a practicing licensed graduate social worker in the State of Minnesota.

**Administrative Staff****Nancy Kaminski***Admissions Specialist*

- BA, Metropolitan State University, Family Studies, 1998

Ms. Kaminski is responsible for coordinating admissions for the Graduate School as well as continuing education offerings for Hazelden clinicians and community professionals.

**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 coordinating meetings and appointments 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.



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## Hazelden Toll-Free Numbers

**Hazelden Graduate School  
of Addiction Studies**  
888-257-7800, ext. 4175

**Hazelden Information Center**  
800-257-7800

**Hazelden Admissions Department  
and Information**  
800-257-7800

**Hazelden Publishing**  
800-328-9000

**Hazelden Family Center  
Reservations and Information**  
800-262-5272

**Hazelden Renewal Center  
Reservations and Information**  
800-262-4882

**Hazelden Center for Youth and Families  
Reservations and Information**  
800-833-4497

**Hazelden Springbrook Campus**  
800-333-3712

## Hazelden Addresses

**Hazelden Graduate School of Addiction Studies**  
15251 Pleasant Valley Road  
P.O. Box 11 (CO 9)  
Center City, MN 55012-0011  
651-213-4175

**Hazelden Foundation**  
15251 Pleasant Valley Road  
P.O. Box 11  
Center City, MN 55012-0011  
651-213-4200

**Hazelden Publishing**  
15251 Pleasant Valley Road  
P.O. Box 176  
Center City, MN 55012-0176

**Hazelden Center for Youth and Families**  
11505 36th Avenue North  
Plymouth, MN 55441-2398  
763-509-3800

**Hazelden Fellowship Club**  
680 Stewart Avenue  
St. Paul, MN 55102-4199  
651-292-2400

**Hazelden—Chicago**  
867 North Dearborn Street  
Chicago, IL 60610-3371  
312-943-3534

**Hazelden—New York**  
322 8th Ave., Floor 12  
New York, NY 10001-6779  
212-420-9520

**Hazelden—Oregon**  
1901 Esther Street  
Newberg, OR 97132  
503-537-7000

## Hazelden Web Address

**hazelden.edu**  
(Graduate School information)

**hazelden.org**  
(General Hazelden information)