

2021 ANNUAL REPORT

Addiction & Recovery
Institute for Medical Education

EMPATHY IS A LIFE-CHANGER

Physicians, medical students and healthcare professionals learn to recognize and respond to the challenges of substance use disorders

Hazelden Betty Ford
Andres Camacho MD
Family Medicine



Hazelden Betty Ford
Foundation

STRONGER THAN EVER



The Power of Your Giving in 2021

BY THE NUMBERS

ON-SITE

405 professionals and medical students participated in our Professionals in Residence and Summer Institute for Medical Student programs. In these intensive, weeklong on-campus educational experiences, participants shadow clinicians and patients to learn about addiction, treatment and recovery.

ONLINE

2,590 medical, nurse practitioner and physician assistant students worldwide enrolled in CARE: Course on Addiction and Recovery Education/ Aquifer Addiction, completing 7,770 sessions. This online addiction education program was developed by the Hazelden Betty Ford Foundation in collaboration with Aquifer (formerly MedU), the American Society of Addiction Medicine (ASAM) and the Treatment Research Institute (TRI).

Dear Friends,

As the global pandemic persisted in 2021, presenting new variants and additional obstacles at every turn, our Medical and Professional Education programs at the Hazelden Betty Ford Foundation pressed boldly forward. In fact, 2021 proved to be the strongest year in our history by all key measures, including:

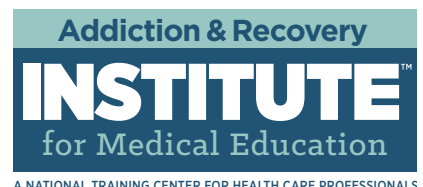
- Serving more students than ever through our Summer Institute for Medical Students program held at our Rancho Mirage, California; Center City, Minnesota; and Newberg, Oregon sites
- Providing learning opportunities to more professionals than ever via combinations of both intensive and virtual Professionals in Residence programming
- Expanding the reach and output of our online Course on Addiction and Recovery Education
- Building and launching an innovative learning management system
- Growing and refining our Addiction & Recovery Institute for Medical Education
- Facilitating online and in-person addiction awareness events and national symposia presentations, drawing participants from across the United States as well as Canada, Mexico, Europe, Asia and the Caribbean
- Continuing to offer our gold-standard, ACGME-accredited Addiction Medicine Fellowship to exceptional physicians

What's on the horizon for 2022?

I'm proud to announce our enhanced partnerships with the Mayo Clinic Alix School of Medicine, Stanford University School of Medicine and NYU Grossman School of Medicine. Our incredible collaborations with the University of North Texas Health Science Center–Texas College of Osteopathic Medicine, Texas Tech University Health Sciences Center, University of Nevada Reno School of Medicine and the United States Coast Guard continue to develop and deepen. Combined with numerous additional partnerships and alliances, we look forward to training and educating our largest groups ever in 2022.

I have never been more proud of the life-changing work we do in Medical and Professional Education. To each and every student, professional, participant, staff member and donor, thank you for helping us transform the future of health care. This annual report honors you.

Joseph Skrajewski, MA, MFTI
Executive Director of Medical and Professional Education
Hazelden Betty Ford Foundation



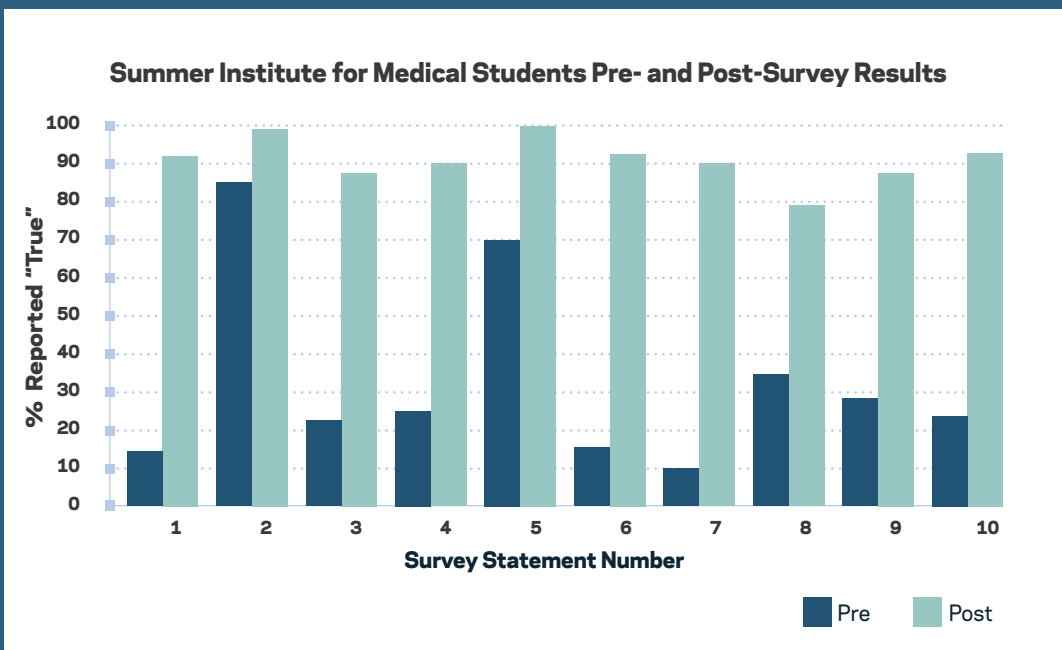
Please visit HazeldenBettyFord.org/MedEd to learn more about all of our educational opportunities.

BEFORE & AFTER

Reframing the Understanding of Addiction and Recovery

Students and professionals are evaluated for their understanding of addiction when they apply to participate in our Medical and Professional Education programs, and then again at the end of their weeklong sessions. The goal of our programs is to raise the awareness of participants so that they are able to respond positively to all survey statements.

SURVEY STATEMENTS		% "TRUE" BEFORE	% "TRUE" AFTER
1	I feel comfortable assessing a patient for addiction.	15	91
2	Addiction is NOT due to a lack of willpower or choice.	85	99
3	As a professional, I am comfortable talking to people with substance use disorder about their addiction/behavior.	22	88
4	I am comfortable talking to family members about problems they have due to a loved one's addiction.	26	90
5	I understand that addiction is a brain disease.	70	100
6	I know the Twelve Steps and how they are used in treatment and for long-term recovery.	16	92
7	I understand the roles of a sponsor in a patient's recovery program.	10	90
8	Patients who are mandated to go to treatment do as well as those who choose to enter a program.	35	79
9	I recognize what medications are most likely to "trigger" a return to use for recovering individuals.	28	88
10	I know what community resources are available for patient referral, regarding treatment and Twelve Step programs.	24	92



"I am so thankful for what I've learned and experienced this week. I've been able to see the person behind the disease . . . how lonely and isolating this disease is, and how, really, what patients need is community. I am so thankful for your dedication to the education of providers as part of an effort to fight this disease."

—Sam R., MD

"I have broadened my understanding of the neurobiology of addiction while also becoming more empathetic to the struggles of others. I am blessed to have witnessed the power of fellowship and community, and will take the lessons of this week into my career as a physician."

—Selena R.
Nova Southeastern University
College of Allopathic Medicine

"I have begun the paradigm shift that substance use is a chronic disease with biological underpinnings and not simply a matter of willpower. This will allow me to address patients with an understanding I did not previously have and will also inform better decision-making on their part as they, too, will hopefully come to appreciate their disease not as a personal failing, but one of complex neurological processes."

—Kate A., MD

"Hazelden Betty Ford is a special place with special people that will remain in my heart for the rest of my life. It is an inspiring place, free of judgment and prejudice; full of hope and compassion. The experience here taught me not only compassion but also reinforced my desire to go into addiction psychiatry."

—Katya M.
West Virginia School of
Osteopathic Medicine



EMPATHY IS A LIFE-CHANGER

The Professionals in Residence program offers a profound, patient-centered understanding of substance use disorders

Hennepin
Health
Andres C. [unclear]
Family

Meet Andres Camacho, MD, a second-year family medicine resident with Hennepin Healthcare in Minneapolis, Minnesota. As a 2021 participant in Hazelden Betty Ford's Professionals in Residence program, Andres joined other physicians on the Center City campus for an immersive, insider's view into evidence-based addiction treatment and recovery practices.

As a physician, what was your biggest takeaway from the experience?

I was really influenced by the conversations counselors had with patients. The approach helped me appreciate the balance between listening *to understand* and listening *to diagnose*. As a physician, I have a limited amount of time with each patient so I tend to try to get ahead of the game in terms of assessing the situation and moving on to possible solutions. That's not the same as really listening to understand what the patient is going through, learning about their goals and helping them realize how their substance use, for example, might be hindering their progress toward those goals. Maybe they want to reconcile with their spouse. Maybe they want to go back to school. Understanding the patient's goals and what matters most to them gives me greater insight into the resources and support that will be most meaningful. I can help the patient focus on their goals, not just their illness.

How has the experience changed the way you practice medicine?

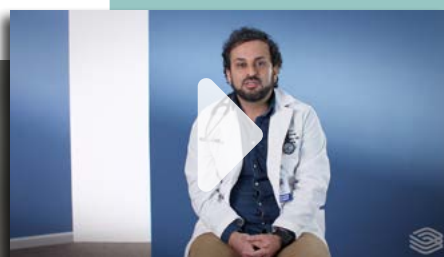
There are some simple, basic, ordinary things we can do as physicians that can have a major impact on helping people change their lives. I had the opportunity to meet with patients at different stages of the treatment process. At first, when most patients came into the center, they were experiencing physical withdrawal, in need of medical care and feeling afraid about the whole situation. You could see that life for them had become very, very difficult. But the welcome they received from counselors, staff, other patients and everyone involved showed me more humanity than I've seen in any other health care setting ever. That alone taught me the importance of embracing my patients—especially when they're struggling the most—so they do not feel judged and so they know somebody really cares for them.

Was there anything about your experience that was unexpected?

The patients I met and got to know were so honest and open with me and with their peers. Patients and staff connected as human beings, which gave me empathy and insight into the difficulties and struggles that come with addiction. I look at substance use disorders now as an illness rather than a matter of not wanting to change. Even for those who've burned a lot of bridges in active addiction, there's still hope. I learned to never give up on these patients. You continue to open the door and offer help because you never know what might turn things around for them. With the right care and support and tools, there's always the possibility of a good outcome.

What does the health care field need to know about addiction and recovery?

I wish every health care provider could experience Hazelden Betty Ford's program, not just because it's a week of learning in such a beautiful and healing place—but because it's life-changing. I think the program would be especially beneficial for health care professionals working in emergency medicine who see a revolving door of patients who are dangerously intoxicated or overdosing. As health care providers, we can be of more help than just stabilizing those patients medically, sending them back out there and then having them show up back in the ER the next week. We can't expect patients who are in active addiction to change if we're not offering the right care and resources.



HEAR MORE FROM ANDRES

Visit HazeldenBettyFord.org/MedEd to watch a brief video message from Andres.

INVALUABLE INSIGHT INTO HEALING

Medical students gain knowledge, insight and tools to recognize and respond to substance use disorders

Meet Meaghan Kane, a second-year student at the Florida State University College of Medicine who participated in Hazelden Betty Ford Foundation's 2021 Summer Institute for Medical Students program. Meaghan shares how her week shadowing clinicians and patients at Hazelden Betty Ford in Newberg, Oregon, deepened her understanding of how she can best help future patients and their families.



EDUCATING HEARTS AND MINDS

Thanks to the generosity of donors, the rigorous safety planning of Hazelden Betty Ford staff and the dedication of students, 16 in-person cohorts of our Summer Institute for Medical Students program were held in 2021. Sessions were conducted on Hazelden Betty Ford's residential campuses in Rancho Mirage, California; Center City, Minnesota; and Newberg, Oregon.

See more group photos of participants at HazeldenBettyFord.org/SIMSFacebook.

Why did you apply to the Summer Institute for Medical Students program?

Like many others, I have family members who have been affected by substance use disorders. Unfortunately, it seems almost everyone is in a similar position today. Whether it's a family member, friend or coworker who is afflicted, the prevalence of substance use disorders is alarmingly high. No matter the field of medicine I pursue, I am sure to see patients who are affected by substance use disorders. Knowing how to identify potential signs, begin the conversation about substance use disorders, and provide options and resources for care and support will be invaluable skills for me in helping patients and their families.

As a future physician, what was your biggest takeaway from the experience?

My time at Hazelden Betty Ford gave me a deeper understanding of substance use disorder as a disease that affects the person as a whole. I feel more confident discussing the disease and providing information and resources to aid in recovery for both the patient and their family members. The experience also taught me the importance of establishing and building relationships with patients, to ask open-ended questions and to really be approachable and available for conversations that might be uncomfortable or difficult to initiate.

Was there anything about your experience that was unexpected?

So much of what I experienced was new and inspiring to me. When I started the week, I was told that

medical students love the group sessions—and I soon understood why. The patients and counselors were incredibly open and vulnerable, and the mutual respect they showed one another was truly moving. It's hard to fully describe the healing environment counselors and patients created together. Across all of the programs I experienced—women's residential and day treatment, and men's residential treatment—I was struck again and again by the camaraderie among patients. Not only were patients proud of their own accomplishments and progress, they were sincerely invested in the success of their peers. Everyone celebrated when a major milestone was achieved.

I was also grateful to learn more about resources available for family members. In listening to patients' stories, family was a common theme. Families are impacted by the disease in profound and complex ways, and family members are in need of care and support as well.

How has the experience changed the way you will practice medicine in the future?

The program gave me the opportunity to see the disease from the perspective of patients. I will carry their stories and insights forward in the care I provide. The experience also opened my eyes to the fact that substance use disorders can impact anyone: from medical professionals to stay-at-home parents, no one is exempt. I now have the confidence to talk openly about the disease, which serves to lessen the stigma all around—not only for patients and families in my care, but also among my peers and colleagues in health care.



HEAR MORE FROM MEAGHAN

Visit HazeldenBettyFord.org/MedEd to watch a brief video message from Meaghan.



INTRODUCING OUR DIGITAL CAMPUS

A Hub for Virtual Learning, Resources and Community-Building

With the launch of a “digital campus” in 2021, the Hazelden Betty Ford Foundation’s Addiction & Recovery Institute for Medical Education introduced a one-of-a-kind learning center for healthcare professionals. Initial offerings include a special-focus lecture series on substance use disorders and related virtual learning community activities. In late 2021, we held the first fully virtual program for medical students, designed to replicate the immersive Summer Institute for Medical Students experience.

“The ability to offer our immersive learning experiences through digital technologies creates promising new opportunities at the intersection of medical education and substance use disorders,” says Joseph Skrajewski, executive director of medical and professional education for the Hazelden Betty Ford Foundation. “Thanks to generous donor support, we can continue to innovate, develop and advance learning opportunities for aspiring physicians and practicing clinicians.”

From a discussion board that allows program cohorts to connect virtually, to an online 24/7 treatment and recovery resource site, the Institute’s digital campus supports and empowers more healthcare professionals in understanding their role and influence in guiding individuals with substance use disorders.

Three participants of our first, fully virtual



Cassidy Smith

Third-Year Medical Student

Touro College of Osteopathic Medicine
New York, New York

“Warmth is something I try to bring into every patient encounter, but since participating in the immersive Hazelden Betty Ford program, I also try to add more validation and space for listening rather than talking.

I am currently on my internal medicine rotation, so I see a wide range of pathology and patients. I try to be more mindful of the language I use surrounding behaviors that are negatively impacting my patient’s health and spend a few extra minutes to have a better understanding of what emotions and experiences are tied to these behavior patterns. I can recognize the strength it takes in being honest about the behaviors my patients are struggling with and join them as a partner in their health care, rather than simply ‘telling’ them to change.

I hope addiction education can progress to a norm within healthcare organizations. Being that nearly every person is affected by addiction in some way, I wholeheartedly believe immersive addiction training is of benefit to any individual working in medicine.”

Informed and Inspired

Students from more than 200 medical schools worldwide have participated in our Summer Institute for Medical Students.

Alabama College of Osteopathic Medicine
Albany Medical School
Albert Einstein College of Medicine
American University of Antigua
Arkansas College of Osteopathic Medicine
A.T. Still University Kirksville College of Osteopathic Medicine
Barts and The London School of Medicine
Bastyr University School of Naturopathic Medicine
Baylor College of Medicine
Belize School of Medicine
Boston University School of Medicine
Boucher Institute of Naturopathic Medicine
Bukhara State Medical Institute
Burrell College of Osteopathic Medicine
California Northstate University College of Medicine
Campbell University School of Osteopathic Medicine
Case Western Reserve University School of Medicine
Central Michigan University College of Medicine
Chicago Medical School
Cleveland Clinic Lerner College of Medicine
Colorado State University
Columbia Medical Center School for International Health
Columbia University Vagelos College of Physicians and Surgeons

Cooper Medical School of Rowan University
Creighton University School of Medicine
CUNY School of Medicine
David Geffen School of Medicine at UCLA
Des Moines University College of Osteopathic Medicine
Drexel University School of Medicine
Duke University School of Medicine
East Carolina University Brody School of Medicine
East Tennessee State University Quillen College of Medicine
Eastern Virginia Medical School
Edward Via College of Osteopathic Medicine
Emory University School of Medicine
Florida International University Herbert Wertheim College of Medicine
Florida State University College of Medicine
Geisel School of Medicine at Dartmouth
Geisinger Commonwealth School of Medicine
George Washington University School of Medicine and Health Sciences
Georgetown University School of Medicine
Harvard Medical School
Heritage University
Howard University College of Medicine
Icahn School of Medicine at Mount Sinai

Imperial College of London
Indiana University School of Medicine
Izmir Katip Celebi University, Turkey
Jagiellonian University, Poland
Joan C. Edwards School of Medicine at Marshall University
Johns Hopkins University School of Medicine
Kansas City University of Medicine and Biosciences
King George’s Medical University, India
Lake Erie College of Osteopathic Medicine
Liberty University College of Osteopathic Medicine
Lincoln Memorial University
Loma Linda University School of Medicine
Louisiana State University Health Sciences Center
Loyola University Chicago Stritch School of Medicine
Marian University College of Osteopathic Medicine
Marmara University School of Medicine, Turkey
Mayo Clinic School of Medicine
McGill University School of Medicine
McMaster University Michael G. DeGroote School of Medicine
Medical College of Georgia
Medical College of Wisconsin
Medical University of the Americas
Medical University of South Carolina

Meharry Medical College
Memorial University of Newfoundland School of Medicine
Mercer University School of Medicine
Michigan State University College of Human Medicine
Michigan State University College of Osteopathic Medicine
Midwestern University Arizona College of Osteopathic Medicine
Midwestern University Chicago College of Osteopathic Medicine
Morehouse School of Medicine
National Taiwan University College of Medicine
New York Institute of Technology College of Osteopathic Medicine
New York Medical College
New York University School of Medicine
Northeast Ohio Medical University
Northwestern University Feinberg School of Medicine
Nova Southeastern University College of Osteopathic Medicine
Oakland University William Beaumont School of Medicine
Oceania University of Medicine, Samoa
Ohio State University College of Medicine

Oklahoma State University Center for Health Sciences
Oregon Health and Science University
Pacific Northwest University Health Sciences College of Osteopathic Medicine
Penn State College of Medicine
Philadelphia College of Osteopathic Medicine, Georgia
Philadelphia College of Osteopathic Medicine, Pennsylvania
Ponce Health Sciences University, Puerto Rico
Purdue University College of Pharmacy
Queen’s University School of Medicine
Quinnipiac University Frank H. Netter MD School of Medicine
Rocky Vista University College of Osteopathic Medicine
Rosalind Franklin University of Medicine and Science
Ross University School of Medicine
Rowan University School of Osteopathic Medicine
Royal University of Surgeons in Ireland
Rush Medical College
Rutgers New Jersey Medical School
Rutgers Robert Wood Johnson Medical School
Saba University School of Medicine, Netherlands
Saint George’s University School of Medicine, Grenada

CAMPUS FOR MEDICAL EDUCATION

Summer Institute for Medical Students program share key insights from their experience.



Christian Coletta

Third-Year Medical Student

New York Institute of Technology College of Osteopathic Medicine
Old Westbury, New York

“My biggest takeaway from the program was seeing the very real bonds that formed among recovery group members, and how their discussions and shared experiences contributed to their healing.

Hazelden Betty Ford counselors embraced their clients’ complexities, and this was another very valuable lesson for me. As a third-year student, I am learning how medical teams in various specialties (surgery, internal medicine, psychiatry, etc.) develop treatment plans for their patients in the hospital setting. Much of the time, there are complications and complexities that make executing these treatment plans less than straightforward. What this program has reinforced to me is that healthcare providers must embrace these complexities rather than dismiss them.

Patients see their providers with hopes of being heard and healed, so it is natural that they often open up about struggles in their life—even struggles that may not seem to pertain directly to their medical needs. It is essential that I, as a provider, empathize with these struggles and address them in whatever capacity I can.”



Kathryn Kelly

Fourth-Year Medical Student

Touro College of Osteopathic Medicine
New York, New York

“No matter what medical specialty students ultimately choose, they will always have patients who suffer from substance use disorders among their patient population—even when substance use disorder isn’t the primary medical condition they are treating. Hazelden Betty Ford’s immersive program gave me invaluable insight into the symptoms of addiction as well as how those symptoms can interact with other illnesses.

I was fascinated to learn about addiction as a chronic illness and to compare the similarities between addiction and other chronic diseases, similarities such as a long developmental period, associated functional impairment and the absence of a cure. This perspective helped me understand substance use disorder as a challenge the patient will continue to face throughout their lifetime.

Recognizing addiction as a chronic disease also gives hope, because a recurrence of symptoms isn’t viewed as a ‘failure’—it is seen as a part of the disease process. As medical providers, this realization allows us to shift our expectations, guidance and support for our patients to facilitate the healing process.”

Saint Louis University School of Medicine
San Juan Bautista School of Medicine, Puerto Rico
Sidney Kimmel Medical College at Thomas Jefferson University
Southern Illinois University School of Medicine
Stanford University School of Medicine
State University of New York Downstate College of Medicine
State University of New York Stony Brook School of Medicine
State University of New York at Syracuse
State University of New York Upstate Medical University
Tel Aviv University Sackler School of Medicine
Temple University Lewis Katz School of Medicine
Texas A&M Health Science Center College of Medicine
Texas Tech University Health Sciences Center
Topiwala National Medical College, India
Touro College of Osteopathic Medicine, New York
Touro University California College of Osteopathic Medicine
Touro University Nevada College of Osteopathic Medicine
Tufts University School of Medicine
Tulane University Medical School
UC Berkeley-UC San Francisco Joint Medical Program
UCR/UCLA Thomas Haider Program in Biomedical Sciences

Universidad Autonoma de Guadalajara School of Medicine
University of Alabama at Birmingham School of Medicine
University of Alberta School of Medicine and Dentistry
University of Arizona College of Medicine
University of Arkansas for Medical Sciences College of Medicine
University of British Columbia School of Medicine
University at Buffalo Jacobs School of Medicine and Biomedical Sciences
University of Calgary Cumming School of Medicine
University of California Berkeley Medical School
University of California Davis School of Medicine
University of California Irvine School of Medicine
University of California Riverside School of Medicine
University of California San Diego School of Medicine
University of California San Francisco School of Medicine
University of Central Florida
University College Dublin School of Medicine and Medical Science
University of Colorado School of Medicine
University of Connecticut School of Medicine
University of Florida College of Medicine
University of Hawaii John A. Burns School of Medicine
University of Illinois College of Medicine

University of the Incarnate Word School of Osteopathic Medicine
University of Iowa Carver College of Medicine
University of Kansas School of Medicine
University of Kentucky College of Medicine
University of Louisville School of Medicine
University of Malta School of Medicine and Surgery
University of Manitoba School of Medicine
University of Maryland School of Medicine
University of Massachusetts Medical School
University of Miami Miller School of Medicine
University of Michigan Medical School
University of Minnesota Medical School
University of Mississippi School of Medicine
University of Missouri Columbia School of Medicine
University of Nebraska College of Medicine
University of Nevada, Reno School of Medicine
University of New England College of Osteopathic Medicine
University of New Mexico School of Medicine
University of North Carolina School of Medicine
University of North Dakota School of Medicine and Health Sciences
University of North Texas – Health Science Center
Texas College of Osteopathic Medicine
University of Nottingham Medical School
University of Oklahoma College of Medicine
University of Ottawa School of Medicine
University of Pennsylvania Perelman School of Medicine

University of Perpetual Help Rizal School of Medicine, Philippines
University of Pikeville-Kentucky College of Osteopathic Medicine
University of Pittsburgh School of Medicine
University of Puerto Rico School of Medicine
University of Rochester School of Medicine and Dentistry
University of Saskatchewan College of Medicine
University of South Carolina School of Medicine
University of South Dakota Sanford School of Medicine
University of Southern California Keck School of Medicine
University of St. Andrews School of Medicine
University of Tennessee Health Science Center College of Medicine
University of Texas at Austin College of Pharmacy
University of Texas at Austin Dell Medical School
University of Texas Medical School at Galveston
University of Texas Medical School at Houston
University of Texas Rio Grande Valley School of Medicine
University of Texas School of Medicine at San Antonio
University of Texas Southwestern Medical Center
University of Toledo College of Medicine and Life Sciences
University of Toronto School of Medicine
University of Utah School of Medicine
University of Vermont Larner College of Medicine

University of Virginia School of Medicine
University of Washington School of Medicine
University of Western Ontario Schulich School of Medicine and Dentistry
University of Wisconsin-Madison School of Medicine and Public Health
Vanderbilt University School of Medicine
Virginia Commonwealth University School of Medicine
Wake Forest School of Medicine
Warren Alpert Medical School of Brown University
Washington University School of Medicine in Saint Louis
Wayne State University School of Medicine
Weill Cornell Medical College
West Virginia School of Osteopathic Medicine
West Virginia University School of Medicine
Western University of Health Sciences College of Osteopathic Medicine of the Pacific
Western University of Health Sciences Pomona
William Carey University College of Osteopathic Medicine
Windsor University School of Medicine, West Indies
Wright State University Boonshoft School of Medicine
Yale School of Medicine
Zucker School of Medicine at Hofstra/Northwell



THE FAMILY AND MEDICAL
EDUCATION CENTER IS DEDICATED
TO THE MEMORY OF

DORIS MONTANA HIGHET, MD, PhD

Doris Montana Shohand was born in rural Washington on November 26, 1897. In order to attend high school, Doris left her home and moved over 80 miles away to Colville, Washington. She lived with a family and worked as their housekeeper and seamstress. After graduating from high school, Doris attended the University of Washington and earned her degree in home economics. She then went on to receive a Master's Degree and Ph.D. in Biochemistry from the University of Oregon. Doris graduated from the University of Oregon medical school in 1923 to become a practicing physician while continuing scientific research on diabetes. She was a member of the research fraternity Sigma Xi and published her research in scientific journals. She died, Doris Montana Highet, 1978. To honor the wonderful legacy of this amazing woman, Ann and Elinor Highet have generously supported the Ford Foundation Summer Institute for Medical Students so that future healthcare professionals can address subs



Hazelden Betty Ford Foundation Trustee Ann Highet and daughter, Doris, are shown in the newly dedicated Family and Medical Education Center on the Newberg, Oregon, campus. The learning center for healthcare professionals is named in honor of their grandmother and great-grandmother, Doris Montana Highet, MD, PhD, a pioneering physician, biochemist and medical researcher.

WITH GRATITUDE TO OUR GENEROUS DONORS

Highet Family Gift Advances the Reach and Impact of Medical Education

As a trustee of the Hazelden Betty Ford Foundation, recovery advocate and philanthropist Ann Highet is a champion of healing and hope. In 2021, thanks to a transformational gift made by her parents, Elinor and Ron Highet, the Summer Institute for Medical Students program was expanded to Hazelden Betty Ford's Newberg, Oregon, campus. The program expansion to a third location greatly increases Hazelden Betty Ford's capacity to offer the immersive learning experience to more medical students.

Why has your family chosen to be such generous supporters of our medical education programs?

I was profoundly inspired when I had the opportunity to attend the Summer Institute for Medical Students a few years ago. I believe that the program has a tremendous and far-reaching impact. The program equips healthcare professionals with the knowledge and ability to recognize and respond to the disease—and to respond with understanding and compassion as well as with options for care and support. Healthcare professionals in the program today are at the very start of their careers. Over the course of their profession, they will each be in a position to provide lifesaving guidance and care to thousands of patients.

Our family's support of medical education at Hazelden Betty Ford was also inspired by the legacy of my grandmother, Doris Montana Highet. She was raised in rural Washington at the turn of the century and moved 80 miles from home in order to attend high school. She worked as a nanny and housekeeper during that time to support herself. Following high school, she enrolled in college where she earned a degree in home economics, which was one of the few academic lanes earmarked for women at the time. Science kept calling my grandmother, and she parlayed her undergraduate degree into a master's degree, a doctorate in biochemistry, a doctorate in medicine and, ultimately, a practice as a physician. The opportunity to dedicate the Family and Medical Education Center at the Newberg campus to her memory was incredibly meaningful for our family.

What is it about educating medical students that you find especially promising?

The addiction epidemic means that medical professionals across every area of practice and specialty will undoubtedly encounter patients whose health is impacted by substance use disorders. When healthcare professionals understand addiction as a brain disease and not as a choice or as a lack of willpower, the conversations they have with patients and the medical guidance they provide can be lifesaving. Hazelden Betty Ford's medical education programs are helping to get those conversations started in doctors' offices, hospital emergency rooms and healthcare clinics everywhere—opening the door to greater awareness and resources for more people.

What does the world need to know about substance use disorders and recovery?

Like diabetes or hypertension, substance use disorder is classified by the medical field as a chronic disease. Even though treatment is effective, there's so much more shaming and stigma associated with substance use disorders than other chronic conditions. Tragically, that results in people not getting the help they need and deserve. We need to follow the science. We need to inform and train more healthcare professionals. We need to reach out with empathy and compassion. We need to let people know that there is help and there is hope.

What a difference you make

The donor list reflects gifts of \$1,000+ for all of 2020 and through December 1, 2021. Please know how grateful we are for all the support to our Medical and Professional Education programs.

Anonymous (2)	Moira McGinley and Scott Nair
The Alvin and Mona Libin Foundation	Walter and Rebecca Mosher
BVG Sunglasses	Judith and Bill Moyers
Mimi and Jay Bonds	Nilan Johnson Lewis, PA
Robert Cardell	Paige and Jayson Pahlmeyer
Cerner Corporation	John F. Rasor
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Maripat and Thomas Dalum	Robb Charitable Gift Fund
The Davis Hill Foundation	Ronda Robinson
Diamonstein-Spielvogel Foundation	Almine and Bernard Ruiz-Picasso
Eisenhower Health	Scaife Family Foundation
Eunice and Carlton Erickson	Susan E. Riley Family Foundation
Barbara Farris	Texas Tech University Health Sciences Center
Susan Ford Bales	United States Coast Guard
Janienne and Patrick Hackett	University of Nevada, Reno School of Medicine
Hazelden Betty Ford Society of Canada	University of North Texas Health Science Center - Texas College of Osteopathic Medicine
Ann Highet	University of Texas at Austin College of Pharmacy
Ron and Elinor Highet, in honor of Doris Montana Highet, MD, PhD	E.L. Wiegand Foundation
The Ivan Bowen Family Foundation	Harry Wilson
James Grandberg Family Charitable Fund	Wolfgang E. Giesecke and William E. Vastardis Family Fund of Horizons Foundation
Amy and Marty Janning	MaryPat Woodard
Jim and Ginger Giefer Charitable Gift Fund	Claudia and Paul Zumbro
Katrien Neukermans Burlinson Fund - Silicon Valley Community Foundation	
Brian Mahoney	
Patricia and Stephen McCormack	

* Deceased



ADVANCING MEDICAL EDUCATION ON ADDICTION AND RECOVERY

Healthcare professionals are uniquely positioned to reach and help patients and families affected by substance use and co-occurring mental health disorders. That's why Hazelden Betty Ford's education and training programs are designed to equip caring professionals with the knowledge, tools and insight to promote healing and lasting recovery. Today, thanks to the generosity and partnership of donors, our **Addiction & Recovery Institute for Medical Education** serves as a national training center for healthcare professionals.

Addiction & Recovery

INSTITUTE[™] for Medical Education

A NATIONAL TRAINING CENTER FOR HEALTH CARE PROFESSIONALS

Summer Institute for Medical Students

This weeklong, on-site educational experience is designed for medical students to learn about addiction and recovery alongside patients and clinicians.

Professionals in Residence

For more than 40 years, caring professionals have come to us to learn firsthand about addiction, treatment and recovery. This five-day program combines educational presentations with the opportunity to shadow clinicians and patients.

Medical Education Partnership

Customized for professional cohort groups, this educational opportunity features classroom instruction, clinical observation and integration into patient life.

Online Course in Addiction and Recovery Education (CARE) in partnership with the NYU Grossman School of Medicine

This online course for medical, nurse practitioner and physician assistant students worldwide covers the latest thinking and best practices to address substance use disorders.

Fellowship in Addiction Medicine

As an ACGME-accredited, yearlong program through UC Riverside, Hazelden Betty Ford and Eisenhower Health, this fellowship prepares physicians to specialize in addiction medicine.

Together, we will overcome addiction.

Medical and Professional Education programs—made possible through the generosity of donors—equip hundreds of students and professionals every year with the tools, knowledge and insight to effectively address the disease of addiction. It's only because of your commitment and support that we can offer these lifesaving lessons in healing and hope.

We invite you to learn more about how the power of your giving helps to advance addiction education and awareness. Please call **888-535-9485**, email us at Giving@HazeldenBettyFord.org or visit HazeldenBettyFord.org/Donate to learn more.



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