



Addendums to the College Catalog and Student Handbook 2018-2019

Final Clinical Integration Paper

The following revisions were approved on October 30, 2018, and will be effective as of January 7, 2019:

- Mentions of the Final Clinical Integration Paper have been removed from the master table of contents and from the Section 2 table of contents on page 5.
- Eliminated Item 8 under the MA “Requirements for Program Completion” section (item 8 found on page 67).
- Eliminate Item 6 under the AP “Requirements for Program Completion” section (item 6 is on page 68).
- Eliminated Item 8 under the IRCOD “Requirements for Program Completion” section (item 8 is on page 70).

Residency Fees Policy

The following revision was approved on October 30, 2018, and will be effective as of January 7, 2019:

On page 41, the Residency Fees section begins and on page 42, the third bullet point, “IR-815 Synthesis: Integrated Recovery” was deleted.

Requirements for Program Completion Policy

The following revision was approved on October 30, 2018, and will be effective as of January 7, 2019:

On page 70, under Requirements for Program Completion, item number 5, “Completion of three required on-campus residencies (3 or 4 days each) in Center City, Minnesota”, has been changed to “Completion of **two** required on-campus residencies (3 or 4 days each) in Center City, Minnesota”.

IR-708 Group Counseling for Co-Occurring Disorders

The following revisions were approved on October 30, 2018, and will be effective as of January 7, 2019:

On page 88, learning outcomes were revised as noted below:

Learning outcomes include:

1. ~~Synthesizing knowledge of substance use and mental health disorders, group dynamics, group process, and evidence-based practice in group counseling to produce positive client outcomes.~~ Analyze and interpret group theory with psychological approaches to group process.
2. ~~Evaluating the appropriateness of clients for specific counseling groups spanning the continuum of care.~~ Relate abstract group process theory to concrete clinical situations.
3. ~~Assessing the effectiveness of group interventions.~~ Integrate diverse theories of group process to the stages of change.
4. ~~Implementing strategies and techniques that are congruent with the group's stage of development and stage of change.~~ Evaluate the effectiveness of group counseling interventions.
5. ~~Analyzing the influence of culture in a group setting.~~ Define a hierarchy of interventions based upon clinical issues presented in group process.
6. Value personal style and implementation of group counseling procedures.
7. Recognize and plan for continued professional growth in approaches to group work.

8. Adopt as personal, theoretical point of view about how to work with patients that is based on evidenced-based practice.
9. Appreciate and value the significance of individual variability, including social, cultural, physical, and psychological variations on recovery.

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

IR-815 Synthesis: Integrated Recovery

The following revisions were approved on October 30, 2018, and will be effective as of January 7, 2019:

On page 89, IR-815 Synthesis: Integrated Recovery – 1 credit, the course description was revised as follows:

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

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

CPC-604: Multicultural Approaches – 3 credits - course description

The following course description was approved on October 30, 2018, and will be effective as of January 7, 2019:

On page 77, the course description was revised as follows:

~~This course addresses individual differences in culture and ethnicity as key considerations in assessment, diagnosis, and treatment of substance abuse and mental health disorders planning and implementing treatment approaches. An examination of the constructs of worldview, bias, privileges, and social justice informs a study of help-seeking behaviors of diverse groups. Also examined is the use of identity development models to improve the therapeutic relationship and treatment planning. Implications for clinical intervention are addressed for people from a variety of cultural and ethnic backgrounds. An emphasis on self-examination of the clinician’s worldview and the impact this has on the client, along with the facilitation of knowledge of other cultural worldviews and experiences are key goals for this course. 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.~~

Overdue Library Items Policy

The following policy was revised and approved on November 13, 2018, and will be effective as of January 7, 2019:

The Overdue Library Items policy appears on page 59, after the section titled, “Lockers” and was revised as follows:

Students borrowing items from the Hazelden Betty Ford Foundation Library are responsible for returning these items in good condition and by the due date. If items become overdue, the librarian will send each student a reminder. If items remain overdue, subsequent reminders ~~may~~ **will be sent** and copied to ~~the student’s advisor~~ **Graduate School staff**. If items are **ultimately** lost or not returned, ~~following reminders~~, the librarian will ask the borrower to purchase a new copy for

the library or bill the borrower for the replacement amount. Prior to leaving the school or receiving their degree, students must return all borrowed items to the library. If items are not returned, replaced or paid for, grades, transcripts, and class registration will be locked.

Internship Site Supervisor Credentials Policy

The following policy was approved on December 4, 2018, and will be effective as of January 7, 2019:

The Internship Site Supervisor Credentials policy was added in Section 5 on page 48, after Clinical Supervision Guidelines:

Internship Site Supervisor Credentials Policy

Site supervisors for IRCOD student interns must hold at least a master's degree in a related field. Related fields may include, but are not limited to counseling, psychology, psychiatry, social work, and/or addictions. Additionally, they must hold a clinical license for at least two years and actively maintain their clinical license in accordance with their respective state regulations while supervising the student intern.

Student interns are responsible for ensuring that their site supervisors hold the appropriate license(s) and certifications in accordance with their state regulations.

CPC-813 Advanced Professional Practice – 1 credit

The following revision was approved on December 4, 2018, and will be effective as of January 7, 2019:

On page 81, the course description was revised as follows:

CPC-813: Advanced Professional Practice – 1 credit

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