METRO STATE UNIVERSITY

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Master of Science Degree in Co-occurring Disorders Recovery Counseling Student Handbook

College of Community Studies and Public Affairs, Human Services Department



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The content of this handbook is subject to change. When updated, the new version of the handbook will replace the previous version in the MS CODC program D2L site, and students will be notified that the new version has been posted.



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Introduction

The Alcohol and Drug Counseling (ADC) programs at Metro State are part of the Human Services Department, located in the College of Community Studies and Public Affairs. The ADC programs include the BS in Alcohol and Drug Counseling (BS ADC), Post-baccalaureate Certificate in Substance Use Disorders Counseling (SUD UCERT), Co-occurring Disorders Recovery Counseling (Combined BS + MS) Accelerated Pathway, and Master of Science in Co-occurring Disorders Recovery Counseling (MS CODC).

The College of Community Studies and Public Affairs was established in 1990 as the College of Community and Professional Studies. It encompasses the departments of Human Services, Psychology, Public and Nonprofit Leadership, and Social Work, and the School of Criminology and Criminal Justice.

The Human Services Department (HSER) was established as part of the university's ongoing effort to provide high-quality educational opportunities to students seeking entry into human services careers. The mission of the Human Services Department is to prepare professionally and culturally responsive students who integrate theory and practice in order to effectively deliver human services. The department stresses a flexible, student-centered approach, which includes multiple learning strategies, in meeting the needs of students from diverse backgrounds. Learning opportunities provide students with theoretical knowledge, practical skills, professional attitudes and application of knowledge through experiential learning. Our curricula emphasize advocacy, social justice, empowerment, and a strengths-based approach.

The Alcohol and Drug Counseling (HSCD) undergraduate major was approved by Minnesota State in August 2000. The major was built on decades of experience in offering alcohol and drug counseling coursework and practicum experiences going back to 1971. It is among the largest educational programs to offer a professional degree in alcohol and drug counseling in the Upper Midwest. We work closely with our community college partners throughout the Twin Cities metropolitan area. More recently, an undergraduate certificate program in substance use disorders counseling was implemented for those who have bachelor's degrees in another discipline and want to qualify for licensure.

The MS CODC was approved by Minnesota State in 2016 and admitted its first class in the fall of 2017. Students in a previous master's program admitted in 2015 and 2016 transferred into the MS CODC upon program approval. The MS CODC graduated its first student in April 2018.

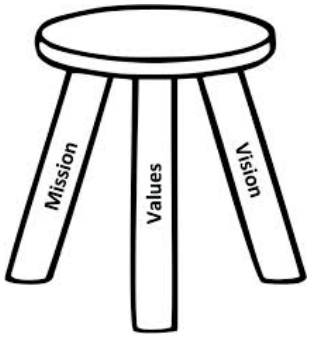


Licensed Alcohol and Drug Counselors (LADCs) and licensed professional counselors/licensed professional clinical counselors (LPCs/LPCCs) provide many forms of care to those affected by substance use, mental health and co-occurring disorders. The need for master's-level professionals with advanced knowledge, skills and experience is great. The profession faces many challenges, both new and enduring, and each one presents opportunities. Our program is designed to support students in creating and fulfilling their professional goals and making the most of those opportunities.

Program Philosophy

Program Vision, Mission, Values

The MS CODC program is designed to empower students to master the increasingly complex challenges involved in addressing substance use, mental health and co-occurring disorders and fostering recovery. The intention is to challenge students to develop their professionalism and engage in critical thinking, while being supported in meeting their career goals and enlarging their self-awareness and wellness. It is the hope of the program's faculty and staff that, as a result, students generate new enthusiasm for their profession and develop greater capacity for enhancing others' skills through clinical supervision and mentorship. This is a practice-oriented program suitable for those who are new to the counseling profession and current bachelor's-level alcohol and drug counselors.



VISION: Individuals, families and communities affected by substance use, mental health and co-occurring disorders receive effective, compassionate and culturally responsive care.

MISSION: The MS CODC program is dedicated to preparing graduates to provide extraordinary service to those affected by substance use, mental health and co-occurring disorders. Graduates act from advanced expertise and deep caring in maintaining and promoting delivery of best practices, cultural responsiveness, ethics and professionalism, and mentorship and advocacy.

VALUES: inquiry, compassion, equity, community and integrity

Program Philosophical Foundations

The Multivariate Nature of Substance Use Disorders, Mental Health, and Co-Occurring Disorders and Recovery

Substance use disorders (SUDs), mental health disorders (MHDs), and co-occurring disorders (CODs) are understood as multivariate phenomena, the etiology of which varies from person to person. They have biological, psychological, sociological, cultural, and spiritual dimensions, and are most effectively addressed as health and public health

concerns. Best clinical practices and client-centered approaches provide the finest available help for people with SUDs, MHDs, and CODs, resulting in the most favorable client outcomes.

The achievement and maintenance of recovery likewise varies among individuals. According to SAMHSA (2012), recovery is "a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential." It is further considered to have four dimensions: health, home, purpose and community. The term recovery is therefore not restricted to a particular intervention, method, pathway, or timeline. It arises from the lived experience of the individual, family, and/or community involved, and may occur with or without professional support.

The Integration of Best Practices into Service Delivery

Counselors who promote recovery from SUDs, MHDs, and CODs are expected to utilize evidence-based practices. At the same time, counselors must think critically about what constitute best practices within the varied communities they serve.

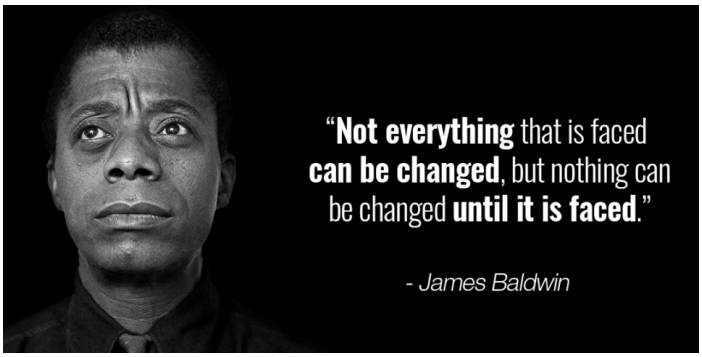


The term best practices includes both evidence-based interventions and strategies (such as motivational interviewing, cognitive-behavioral therapies, and trauma-informed care) and evidence-based counselor attributes (such as empathy and genuineness). However, it must likewise take into account the limitations of the research paradigm, which may not reflect evolution in clinical experience, and which often fails to take key cultural and sociological factors into account.

The Critical Importance of Culturally Responsive and Anti-Oppressive Care

Cultural responsiveness is essential to providing benefit to and positive outcomes with individuals, families, and communities. Too often, prevention, assessment, intervention, and recovery support – and research on all of these – are undertaken without adequate regard for cultural context and the experience of marginalization. Marginalization contributes significantly to the development and maintenance of SUDs, MHDs, and CODs, to disparities in access to services, to inappropriate and stigmatizing diagnoses and responses, and to poor outcomes that perpetuate transgenerational illness and trauma.

Oppression takes many forms. Primary among these are marginalization based on race, class and their interplay. Facing deeply entrenched systems that maintain racism and socioeconomic oppression, and becoming conscious of systemic bias and how to address, it is essential to equity in service provision. Sexism and gender identity bias are similarly endemic to society, compromising change efforts at both the individual and systems levels. Marginalizing practices based on age, ability, Indigenous status, ethnicity, immigrant status, sexual orientation, religion, and other factors likewise require attention and transformation if service provision is to be equitable and effective.



The Obligations of Ethical Conduct, Professionalism, and Advocacy

All behavioral health professionals are profoundly obligated to maintain high ethical standards, resolve ethical quandaries and redress ethics violations.

Ethics consists of much more than a list of proscribed practices. A counselor's professional code of ethics rests on a philosophical and moral foundation. Counselors and counselor-trainees must cultivate high standards of behavior, foster the same in those they mentor and supervise, and continually strive for ethical excellence.



Ethical excellence is also dependent upon practitioner self-knowledge and wellness. The professional development of every counselor must include attention to personal health in all its dimensions. Attending to health and mental health concerns, recovery maintenance (where applicable), life balance, and personal growth are ethical as well as practical obligations, and are integral to sustaining clinical usefulness and career satisfaction.

Compassion for self and others is foundational to wellness. It also calls professionals to engage in advocacy at both the individual and systems levels. Those seeking services may encounter significant barriers to access and success, and the counselor can be a partner in overcoming those challenges. Political and institutional advocacy is essential to addressing systemic barriers and the stigma in which they are often based.

The Need for Co-Occurring Disorders Competence and Forward Thinking

Historically, the treatment of SUDs and MHDs has largely occurred in separate agencies and programs, often with radically different philosophies and little to no interaction. Research has repeatedly shown that this separation reduces positive outcomes for those who are diagnosed with both. Despite this, over half of the nearly nine million adults with both an SUD and a MHD do not receive services, and of those who do, most are not treated for both disorders during the same treatment episode (**www.samhsa.gov**). Accordingly, the emphasis has now shifted from separate to integrated services for those with CODs. There is dramatic need and demand for professionals who have the competence required to provide integrated care, and those in the counseling professions are ethically bound to achieve the necessary expertise.

The creation of models of integrated care, along with the market forces that are part of driving it, constitute significant innovation in SUD, MHD, and COD services. In order for services to be maximally available and effective, professionals must be aware of current and emerging trends, tensions, and changes in the field. This requires knowledge of shifts in health care delivery and funding, critical evaluation of policy, familiarity with new research findings, membership and service in appropriate professional associations, and a commitment to obtaining high quality and varied continuing education.

Program Learning Outcomes

Graduates of the MS in Co-occurring Disorders Recovery Counseling are prepared to:

1. Integrate effective practices into service delivery to those affected by substance use, mental health and co-occurring disorders, as demonstrated by excellence in:
    a. Demonstrating the ability to critically apply research, evaluation, and evidence-based practices to assess, design, and implement effective interventions for individuals and communities affected by substance use, mental health, and co-occurring disorders, as demonstrated by excellence in integrating data-informed strategies into service delivery.
    b. Exhibiting culturally responsive and inclusive practices in clinical and community settings, effectively addressing the diverse needs of clients with substance use, mental health, and co-occurring disorders, as demonstrated by excellence in creating equitable, respectful, and evidence-informed interventions that honor the cultural and social contexts of the populations served.

2. Provide high-quality, culturally responsive counseling to those affected by substance use, mental health and co-occurring disorders, as demonstrated by excellence in:
    a. Engaging in person-centered care across the service continuum, including assessment, care planning, resource access, and long-term support.
    b. Demonstrating core competencies aligned with best practices and counselor identity.
    c. Addressing systemic barriers to optimal outcomes for individuals, families and communities.
3. Integrate ethical behavior into all aspects of counseling practice, as demonstrated by excellence in:
    a. Integrating relevant statutory and ethical guidelines into an effective process for evaluating and responding to ethically challenging situations.
    b. Addressing physical, mental and relational health on an ongoing basis.
    c. Evaluating the impact on professional practice of own cultural experiences and biases and engaging in social justice advocacy for clients at multiple levels.

Curriculum

The MS CODC graduates counselors who are change agents, those committed to supporting individuals, families, and communities in defining and fostering wellness. This 60-credit program is available both full time and part time. Full-time students complete in the spring of their third year and part-time students in the spring of their fourth year. Graduates qualify for licensure in alcohol and drug counseling (LADC) and professional counseling (LPC) in Minnesota. With 4000 hours of post-master's supervised practice with a board-approved supervisor, graduates qualify for licensure as professional clinical counselors (LPCC) in Minnesota.

The program admits once yearly in the fall. The program uses a modified cohort model. Members of each cohort form a circle of support that serves students both during and after their graduate education.

Coursework

The program continues year-round, including summers, and has a set course sequence. Note that each course, aside from Master's Project SDIS and Practicum, is run once yearly. See pages 13-15 for the course sequence for full-time students and pages 16-19 for the part-time sequences. Course descriptions and learning outcomes are linked from the program's webpage.

The following prerequisites apply:

- For HSCD 580G: admission to the MS CODC
- For HSCD 590G: admission to the MS CODC
- For HSCD 600: admission to the MS CODC
- For HSCD 601 and 602: HSCD 590G and HSCD 600
- For HSCD 603: admission to the MS CODC
- For HSCD 610: HSCD 600
- For HSCD 611: admission to the MS CODC
- For HSCD 612 and 613: HSCD 600, 601 and 602
- For HSCD 621 and 622: admission to the MS CODC
- For HSCD 630: HSCD 600, 601 and 602
- For HSCD 631: HSCD 600 and 630
- For HSCD 632: HSCD 631
- For HSCD 635: HSCD 632, at least one credit of HSCD 685
- For HSCD 640: at least one credit of HSCD 685, or concurrent enrollment in HSCD 685
- For HSCD 650: HSCD 600
- For HSCD 651: HSCD 650
- For Master's Project: HSCD 651

- For HSCD 680: multiple courses, see below and the Practicum Manual
- For HSCD 685: HSCD 680
- For PSYC 611, 618 and 648: Graduate standing and admission to the MS CODC

Master's Project

The Master's Project is the capstone of the academic training in COD recovery counseling. A powerful master's project combines a commitment to client and community well-being with research and change efforts. The project is designed in HSCD 651: Master's Project Seminar in the spring, carried out during the two subsequent semesters and completed in a project presentation.

Each master's project is intended to work toward filling a gap in or improving services for those with SUDs, MHDs, or CODs, particularly regarding underserved/marginalized communities. As such, the most effective projects will directly involve a community partner. For many students, this will be the internship site, but that is not the only option. The community partner could be a provider organization or agency with a relevant specialty, an advocacy group, a professional organization, or another entity addressing substance use, mental health, or co-occurring disorders. While the Master's Project is *completed* in the presentation, the *fulfillment* of the project lies in working to make a genuine difference.

Practicum

The Practicum program begins in the second (for full-time students) or third (for part-time) year of the program. Students submit relevant documents and procure an internship site in HSCD 680: Practicum Preparation.

The Practicum program is meant to be rigorous in context and flexible in scheduling. Students may be at their internship sites full time (~30-35 hours/week) or part time (~20-24 hours/week). The internship includes a variety of clinical experiences that prepare students to be entry-level licensed counselors. Each student must complete the practicum hours required for the license(s) they intend to seek. Required hours vary by degree and current licensure and must conform to Minnesota Statutes 148B and/or 148F, as applicable.

- MS CODC students who are not yet LADCs complete 880-1000 practicum hours (length based on professional readiness) in order to meet requirements for the LADC and LPC, with additional hours beyond 880 being optional to prepare students to be entry-level dually-licensed counselors.
- MS CODC students who are LADCs complete 700 practicum hours in order to meet requirements for the LPC.

The graduate practicum coordinator is the instructor for HSCD 680. While in internship, each student has both a faculty supervisor, who is the instructor for the Practicum class

(HSCD 685), and a qualified site supervisor at the internship site.

The following are the prerequisites for the Practicum program:

- Academic Standing:
    - Student is maintaining a cumulative graduate GPA of at least 3.0 and course grades of B- or better in all courses.
    - Student is not currently on probation with the program.
    - Student does not have any outstanding incompletes ("I" course grades).
- Coursework Completion: Student has completed or will have completed the following prerequisites prior to entering HSCD 685:
    - HSCD 600: Foundations, Models and Evidence-Based Practices
    - HSCD 601: Cognitive Behavioral and Trauma-Informed Strategies
    - HSCD 602: Advanced Motivational Interviewing: Practice and Supervision
    - HSCD 603: Ethics and Professional Practice
    - HSCD 610: Group Counseling
    - HSCD 611: Culturally Responsive and Anti-Oppressive Practice
    - HSCD 630: Integrated Care: Screening and Assessment
    - HSCD 631: Integrated Care: Treatment and Recovery Planning
    - HSCD 680: Practicum Preparation
    - PSYC 648: Psychopathology

More on the Practicum program can be found in the MS CODC Practicum Manual.

MS CODC Full-Time Sequence

Year 1

Fall

Course	Course Title	Credits
HSCD 580	Introduction to Counseling (A student who already holds an LADC or ADC-T and has LADC/ADC-T work experience completes this course via Prior Learning Assessment.)	1
HSCD 600	Foundations, Models, and Evidence-Based Practices	2
HSCD 590	Introduction to Substance Use and Co-occurring Disorders	1
HSCD 650	Evaluation and Utilization of Research	2
HSCD 603	Ethics and Professional Practice	2
HSER 002	Background Check (Non-credit online workshop)	0
Total Credits		**8**

Spring

Course	Course Title	Credits
HSCD 601	Cognitive-Behavioral and Trauma-Informed Strategies	3
HSCD 602	Advanced Motivational Interviewing: Practice and Supervision	2
HSCD 621	Psychopharmacology	2
HSCD 622	Psychopharmacology	1
Total Credits		**8**

Summer

Course	Course Title	Credits
PSYC 648	Psychopathology	3
HSCD 630	Integrated Care: Screening and Assessment	3
HSCD 613	Career Development Theory and Practice	2
Total Credits		**8**

Year 2

Fall

Course	Course Title	Credits
HSCD 611	Culturally Responsive and Anti-Oppressive Practice	3
HSCD 631	Integrated Care: Treatment and Recovery Planning	2
HSCD 610	Evidence-Based Group Counseling	3
HSCD 680	Practicum Preparation (Non-credit online workshop)	0
Total Credits		**8**

Spring

Course	Course Title	Credits
HSCD 640	Clinical Supervision	3
HSCD 632	Integrated Care: Harm Reduction and Case Management	3
HSCD 651	Master's Project Seminar	2
HSCD 685	Practicum	1[1]
Total Credits		**9**

Summer

Course	Course Title	Credits
HSCD 612	Family Counseling	3
PSYC 611	Advanced Lifespan Developmental Psychology	3
HSCD 660I (SDIS)	Master's Project	1
HSCD 685	Practicum	1
Total Credits		**8**

Year 3

Fall

Course	Course Title	Credits
HSCD 635	Integrated Care: Advanced Practice	4
HSCD 660I (SDIS)	Master's Project	1
HSCD 685	Practicum	2
Total Credits		**7**

Spring

Course	Course Title	Credits
PSYC 618	Program Evaluation	4
WKSP GRAD	Graduation Requirements (Non-credit online workshop)	0
***HSCD 660I (SDIS)**	*Master's Project (If there is substantial work remaining on the Master's Project, student will need to register for a third credit this semester)	*1
Total Credits		**4 (or 5)**

[1]HSCD 685 can flex to 2 credits for full-time internships. Number of credits is determined with the faculty supervisor (HSCD 685 instructor). Most internships take two to three semesters to complete but may go as long as four semesters depending on individual circumstances.

MS CODC Part-Time Sequence

Year 1

Fall

Course	Course Title	Credits
HSCD 580	Introduction to Counseling (A student who already holds an LADC or ADC-T and has LADC/ADC-T work experience completes this course via Prior Learning Assessment.)	1
HSCD 600	Foundations, Models and Evidence-Based Practices	2
HSCD 590	Introduction to Substance Use and Co-occurring Disorders	1
HSCD 603	Ethics and Professional Practice	2
HSER 002	Background Check (Non-credit online workshop)	0
Total Credits		**6**

Spring

Course	Course Title	Credits
HSCD 601	Cognitive-Behavioral and Trauma-Informed Strategies	3
HSCD 602	Advanced Motivational Interviewing: Practice and Supervision	2
Total Credits		**5**

Summer

Course	Course Title	Credits
PSYC 648	Psychopathology	3
HSCD 630	Integrated Care: Screening and Assessment	3
Total Credits		**6**

Year 2

Fall

Course	Course Title	Credits
HSCD 611	Culturally Responsive and Anti-Oppressive Practice	3
HSCD 631	Integrated Care: Treatment and Recovery Planning	2
Total Credits		**5**

Spring

Course	Course Title	Credits
HSCD 621	Psychopharmacology	2
HSCD 622	Psychopharmacology	1
HSCD 632	Integrated Care: Harm Reduction and Case Management	3
Total Credits		**6**

Summer

Course	Course Title	Credits
HSCD 612	Family Counseling	3
HSCD 613	Career Development Theory and Practice	2
Total Credits		**5**

Year 3

Fall

Course	Course Title	Credits
HSCD 650	Evaluation and Utilization of Research	2
HSCD 610	Evidence-Based Group Counseling	3
HSCD 680	Practicum Preparation (Non-credit online workshop)	0
Total Credits		**5**

Spring

Course	Course Title	Credits
HSCD 640	Clinical Supervision	3
HSCD 651	Master's Project Seminar	2
HSCD 685	Practicum	1[1]
Total Credits		**6**

Summer

Course	Course Title	Credits
PSYC 611	Advanced Lifespan Developmental Psychology	3
HSCD 660I (SDIS)	Master's Project	1
HSCD 685	Practicum	1
Total Credits		**5**

Year 4

Fall

Course	Course Title	Credits
HSCD 635	Integrated Care: Advanced Practice	4
HSCD 660I (SDIS)	Master's Project	1
HSCD 685	Practicum	2
Total Credits		**7**

Spring

Course	Course Title	Credits
PSYC 618	Program Evaluation	4
WKSP GRAD	Graduation Requirements (Non-credit online workshop)	0
***HSCD 660I (SDIS)**	*Master's Project (If there is substantial work remaining on the Master's Project, student will need to register for a third credit this semester)	*[1]
Total Credits		**4 (or 5)**

[1]HSCD 685 can flex to 2 credits for full-time internships. Number of credits is determined with the faculty supervisor (HSCD 685 instructor). Most internships take two to three semesters to complete but may go as long as four semesters depending on individual circumstances.

Policies

University Policies

Policies and procedures for Metro State University are found at policies.metrostate.edu. Relevant policies and procedures include Policy 1020: Student Conduct Code, Procedure 112: Student Conduct Code Procedure, Policy 2190: Student Academic Integrity, Procedure 219: Student Academic Integrity, Policy 3030: Student Complaints and Grievances, and Procedure 303: Student Complaints and Grievances.

All outgoing email from the university, the MS CODC program, and all courses goes to students' Metro State University email accounts. For a variety of security reasons, it is Metro State policy that all incoming email from students be sent from Metro State email accounts. Students bear sole responsibility for any email communication that is not delivered, read, or responded to because it is sent from an outside account.

Program Policies

Admission to the Program

To be admitted to the MS CODC program, students must:

- Complete the program application, which consists of an online application, an admissions essay addressing the five bullet points found in the "How to enroll" tab of the program webpage, official transcripts from all institutions of higher education attended, three recommendations from professional sources (at least one of which is a current or former college instructor and at least one of which is a current or former work supervisor), and a professional resume.
- Complete an interview with program faculty. The interview may be waived under the following circumstances:
    - The applicant is a graduate of the Metro State University BS in Alcohol and Drug Counseling or has completed the Metro State University Undergraduate Certificate in Substance Use Disorders Counseling, has a cumulative undergraduate GPA of at least 3.0, and has at least one excellent recommendation from a resident or community faculty member of the undergraduate ADC programs.
    - The applicant's application score is in the top 10% of the scoring range.
- Receive a letter offering admission to the program and, by completing and returning the form included with the offer of admission, accept that offer.

Once admitted to the program, students are expected to register for fall courses as soon as possible, read this handbook in full, attend the program orientation, and be present for the first class session of each course.

A student admitted to the program who is unable to start the program in that fall may

request deferral to the following fall. If the student is unable to start in the following fall, the student must reapply to the program.

Graduate Students in Other Metro Programs and Non-Degree Seeking Students

In limited cases, individuals who are not admitted to the MS CODC may take courses within the program. This must be approved by the program director. The circumstances in which non-degree seeking students can take courses include:

- The student is admitted to the MA or MS in Individualized and Interdisciplinary Studies. (Approval by the program director is not required in this case. Students in these programs confer with their academic advisors about appropriate course selection.)
- The student has a master's degree and is admitted to the Undergraduate Certificate (UCERT) in Substance Use Disorders Counseling in order to gain the LADC.
- The student has a master's degree and is an LPC-eligible counselor gaining additional credits in order to qualify for the LPCC (must be admitted as a non-degree seeking graduate student).
- The student wishes to qualify as a BBHT-approved supervisor and is gaining the necessary education hours in HSCD 640: Clinical Supervision (must be admitted as a non-degree seeking graduate student).

In cases where the student must be admitted as a non-degree seeking graduate student, the Graduate Admissions Office can assist with the process.

NOTE: No graduate student from another Metro program or non-degree seeking student will be approved for more than 16 graduate credits with the prefix HSCD. PSYC courses are not included in this restriction.

Conditional Admission

Students admitted to the programs who have not earned their baccalaureate degree at time of admission or who have a cumulative undergraduate grade point average (GPA) of less than 3.0 are given conditional admission to the program. In the case of conditional admission based on earning the baccalaureate degree, the degree must be completed prior to the start of classes in the admission year to proceed to full admission. In the case of conditional admission based on GPA, the student must maintain a 3.0 graduate GPA in the first eight credits taken to proceed to full admission. Failure to maintain a 3.0 graduate GPA in the first eight credits taken results in dismissal from the program.

Academic Standing and Grading

To remain in good standing and be qualified for graduation, MS CODC students must maintain a cumulative GPA of at least 3.0. Grades below B- do not apply to program

requirements but are calculated in the cumulative grade point average. Any course in which a student earns a grade lower than B- must be repeated, and courses for which said course is a prerequisite cannot be taken until said course is repeated with a grade of B- or better. If a student earns below B- on the same course three times, the student is dismissed from the program. The student has the option of putting in an appeal with the program director; this does not guarantee that the dismissal will not proceed. Competence/No Competence is not a grading option for any credit-bearing course or independent study in the programs. Students whose cumulative GPA falls below 3.0 and/or who earn below B- in a course are placed on probation with the program. Students who fail to achieve and maintain a cumulative GPA or to earn a B- or higher upon retaking a course while on probation are dismissed from the program.

In all courses with the HSCD prefix, the following system for final course grades applies:

Percentage	Letter Grade
93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
<73%	F

If a student wishes to appeal a course grade, the student must follow the procedure outlined in Procedure 303: Student Complaints and Grievances.

Background Studies and Freedom from Impairment

Students must be able to pass a Minnesota Department of Human Services background study in order to enter the Practicum program. Students are offered an opportunity to complete a background study in the first semester of the programs by taking HSER 002: Background Check Workshop.

Consistent with Minnesota Statutes 148F and 148B, licensed professionals must be free from mental health, physical health, and substance use concerns that would impair their objectivity or effectiveness in performing the duties of a counselor. Prior to entering the Practicum program, students must have a minimum of two years of freedom from such impairments. This does not mean that students must have no history of mental health, physical health, or substance use concerns. Rather, it means that manifestations of those concerns must not have impaired students' objectivity or effectiveness as interns or counselors in the two years preceding entry to the Practicum program.

Professional Readiness

The MS CODC program has an ethical obligation to help ensure that students are professionally ready to be interns and entry-level counselors. In accordance with this gatekeeping function, faculty and academic advisors may consult with the program director on any dispositional, academic integrity, behavioral, or possible unmanaged mental health, physical health, or substance use concerns. The program director and/or academic advisor may meet with students to discuss such concerns and how to remediate them. If remediation efforts are not undertaken or are not adequate to resolve the concerns, the program director may suspend students from the program for a period of at least one year. When a student is suspended, it is with a written agreement that states the conditions under which the student may be considered for readmission. Readmission is not guaranteed.

If the dispositional, academic integrity, behavioral, or unmanaged mental health, physical health, or substance use concerns are sufficiently egregious (e.g., persistent plagiarism or cheating, aggressive behavior toward anyone at the university, impairment due to substance use), the student may be immediately suspended or dismissed from the program.

Unless noted otherwise above, suspensions and dismissals from the programs are not subject to appeal.

Professional Societies

Students are expected to join, and maintain membership in, relevant national professional societies. Student membership costs for these societies are kept reasonable. For current and future LADCs, the relevant society is the NAADAC: The Association for Addiction Professionals, **www.naadac.org**. For future dually-licensed LPCCs, professional memberships include both NAADAC and the American Counseling Association (ACA), **www.counseling.org**.

Membership dues include membership in the statewide affiliates, Minnesota Addiction Professionals (MNAP) and the Minnesota Counseling Association (MNCA). Students are strongly encouraged to become involved in the local activities of their professional associations, including attending annual meetings or conferences, serving on a board or committee, or assisting at an event. This is part of being of service to the profession and building a professional resume.

Some Minnesota counselors choose to join the Minnesota Association of Resources for Recovery and Chemical Health (MARRCH), **www.marrch.org**. MARRCH is originally a provider organization and has evolved to address issues concerning SUD counselors through continuing education and advocacy. Scholarships for attendance at the MARRCH Fall Conference in Saint Paul may be available; consult with program faculty on this option.

Practicum

See the MS CODC Practicum Manual, section IV, for Practicum Policies, and section VI, Roles and Responsibilities: Student Intern.

Student Resources

The MS CODC program has a D2L site. It is found under "MS CODC Programs – GRAD_MS_HSCD" in your D2L course list. The Announcements section of the site includes information on matters of interest to students, including scholarship opportunities, conferences and workshops, and the Master's Project presentation schedule. The Content section consists of several folders of relevant documents and links:

- Academic Integrity Resources
- Writing and APA Style Resources
- Presentation Resources
- LinkedIn Learning
- Practicum Preparation
- Master's Project Resources
- Graduation Preparation
- Licensure Information
- Student Success Resources

Metro State University values diversity and inclusion. The institution is committed to a climate of mutual respect and full participation. The goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of any course or activity that result in barriers to a student's inclusion or accurate assessment or achievement, the student is encouraged to notify the instructor or other responsible party as soon as possible. Students with disabilities are also welcome to contact the Center for Accessibility Resources to discuss a range of options to removing barriers in the course, including accommodations. The Center for Accessibility Resources is located on the Saint Paul campus and can be reached at 651-793-1549 or **accessibility.resources@metrostate.edu**.

Student Success Resources

Metro State offers a wide variety of student support services. These can be found under Current Students > Services + Support.

- Center for Academic Excellence, which includes writing help
- Collegiate Recovery Program
- Counseling, Health and Wellness
- LinkedIn Learning, which provides many helpful tutorials
- Black, African, and African American Support Services

- American Indian Student Services
- Asian American Student Services
- International Student Services
- Latinx and Undocumented Students Support Services
- LGBTQ Student Services
- Multicultural, American Indian, and Retention Services
- Veteran Services
- Women's Support Services

You may also enjoy and benefit from involvement in student organizations, including the **Alcohol and Drug Counseling Student Association (ADCSA)** and identity groups such as:

- Asian Student Organization
- Black Student Union
- Hmong Student Organization
- Karen Student Organization
- Lavender Bridge
- Metro State Veterans Network
- Somali Student Association
- Voices of Indian Council for Educational Success (VOICES)

You can find out more about these organizations, and join them if you wish, via **engage.metrostate.edu**.