



COLLEGE OF HEALTH AND HUMAN SCIENCES

Department of Human Services and Counseling

Master of Science in Clinical Behavioral Health,
emphasis in Addictions Counseling

Student Handbook

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Welcome

The faculty and staff of the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling (BHAM) program congratulate you on your acceptance and welcome you into the program. We understand that the decision to pursue a graduate degree is a large one. The effort to undertake this path will take commitment on your part. We aim to provide you with the opportunities for growth and development that will enable you to enter the field as a competent and caring professional master's level clinician. We look forward to getting to know you and are here to support you in this critical endeavor.

This handbook is intended as a guide for students in the BHAM program and provides information on the program, curriculum, expectations, and resources for students. Students are responsible for reading this handbook thoroughly, reaching out to the Program Director with any questions, remaining knowledgeable of the contents herein and any subsequent revisions, and maintaining compliance with program, college, and university policies and procedures.

The BHAM program is nested within the larger university, college, and department, all of which are aligned in providing experiences and support to students in order to promote their academic and professional development and achievement.

Metropolitan State University of Denver. *Mission*

To provide a high-quality, accessible, enriching education that prepares students for successful careers, postgraduate education and lifelong learning in a multicultural, global, and technological society. To fulfill its mission, our diverse University community engages the greater Denver community in scholarly inquiry, creative activity and the application of knowledge.

College of Health and Human Sciences. *Mission*

The College of Health and Human Sciences embraces inclusivity and an orientation to lifelong learning to prepare diverse students for interculturally competent practice, research, and leadership in their disciplines. Through collaboration and engagement with the community and one another, faculty, staff, and students lead transformative and justice-oriented endeavors to secure the health and well-being of people and their communities.

Department of Human Services and Counseling. *Mission*

We believe that people have the capacity for change and growth. Our theoretical orientation emphasizes strengths-based approaches, systemic work, and cognitive-behavioral strategies. Courses emphasize ethical decision making, self-care, cultural awareness, professional writing, critical thinking, and conflict resolution. Students develop their knowledge and skills through a combination of rigorous academic preparation and in-depth field placement experience. The faculty and staff at the Department of Human Services and Counseling support students in the classroom and during their practicum and internship placements to ensure skilled, self-reflective, professional workers in the Human Services arena.

Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling Program. *Mission*

Our mission is to educate and empower future leaders in the field of addiction counseling who will provide excellence in service delivery along the entire continuum of care. The Master of

Science in Clinical Behavioral Health, emphasis in Addictions Counseling program prepares students to work in a variety of treatment and recovery settings. Students will integrate research, skill development, education in treatment and recovery, evidence-based practices, and field work in treatment and recovery. This program meets the educational requirements one needs to pursue licensure as a Licensed Addictions Counselor (LAC) and Licensed Professional Counselor (LPC) in Colorado.

Program Purpose and General Information

The program seeks to provide students with the knowledge and skills necessary to address the needs and concerns of a diverse society, providing a strong foundation in counseling theories and techniques to apply in a multicultural society. Emphasis is placed on both personal and professional development with experiential learning infused throughout the curriculum. Academic coursework is augmented by practicum and internship courses, whereby students provide counseling to clients under the supervision of clinical supervisors. As an important part of professional development, BHAM students are encouraged to participate in personal counseling with professionals not affiliated with our educational programs.

Program Goals

1. Offer a specialty in addiction studies for students seeking to treat people from diverse backgrounds and those who have been under-served and stigmatized
2. Fulfill a documented need for specialists in addiction science and clinical treatment
3. Employ faculty with subject matter expertise who are deeply connected with the community
4. Prepare clinicians competent to provide substance abuse, behavioral addiction, and mental health counseling
5. Provide a transformational educational experience for students
6. Educate clinicians who are leaders that will initiate changes that promote the healing of clients and community

Program Standards

CACREP

Although the program is not yet accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), program standards are aligned with CACREP standards, and the program is actively pursuing accreditation. These standards form the foundation for the composition and implementation of the administration, design, requirements, and curriculum of the program:

For more information, see (<https://www.cacrep.org/for-programs/2024-cacrep-standards/>)

Objectives

Licensed Professional Counseling

The program provides students with the opportunity to gain necessary knowledge and skills for obtaining their LPC. Students in this program will be prepared to work in a wide variety of mental health settings, including but not limited to community agencies, private organizations, hospitals, college campuses, and correctional facilities. Students will obtain the expertise necessary to assist people with mental health concerns and facilitate growth & wellness by means of counseling. The LPC option is designed to provide students with all the educational competencies required by the Colorado Department of Regulatory Agencies, Board of Licensed Professional Counselors for licensure as an LPC.

Addictions Counseling

The program offers students the opportunity to gain necessary knowledge and skills to become addiction counselors. Students in this program are prepared to work in a wide variety of substance use disorder treatment settings, including but not limited to community agencies, private organizations, college campuses, and detox facilities. Students obtain the expertise necessary to assist people with substance use and co-occurring disorders to overcome deterrents to growth & wellness by means of counseling. The LAC emphasis is designed to provide students with all the educational competencies required by the Colorado Department of Regulatory Agencies, Board of Licensed Addiction Counselor Examiners for licensure as LAC. The program aligns with The National Addiction Studies Accreditation Commission (NASAC) accreditation standards:

NASAC: <https://nasacaccreditation.org/guidelines/>

Program Coursework Requirements

All students pursuing a master's degree in the program must complete the following courses listed in the table below:

Course #	Required Counseling Core Courses	Credits
BHAM5001	Advanced Ethical Practice	3
BHAM5002	Social and Cultural Foundations (Multi-Cultural Counseling)	3
BHAM5003	Development Across the Lifespan	3
BHAM5004	Career Counseling Theories and Techniques	3
BHAM5005	Theory and Techniques of Helping Relationships	3
BHAM5006	Group Counseling Theory and Techniques	3
BHAM5008	Research and Evaluation	3
BHAM5009	Addiction Counseling, Intervention, and Prevention I	3
BHAM5010	Addiction Counseling, Intervention, and Prevention II	3
BHAM5011	Clinical Supervision and Advocacy	3
BHAM5012	Diagnosis and Treatment Planning	3

BHAM5013	Statistical Analysis	3
BHAM5014	Psychopharmacology, Neurobiology, and Infectious Diseases	4
BHAM5015	Family Systems and Addiction	3
BHAM5016	Trauma-Informed Care	3
BHAM5020	Practicum I	6
BHAM5021	Practicum II	3
BHAM5031	Internship I: Addiction Counseling	6
	Total	61
BHAM5041	Internship II: Counseling (elective)	6
	Total with elective	67

Semester Credit Loads and Requirements

The university considers enrollment in six graduate credit hours per Fall and Spring semester to be full-time. The BHAM program is designed to be completed year-round. Typically, students will take nine credit hours in Fall and Spring and three credit hours in the summer. This ensures students will graduate on time, as students must complete their degree within six years from the first semester of enrollment. Students who wish to attend part-time must meet with the BHAM academic advisor to arrange. Students should be aware that part-time enrollment is not guaranteed as spots are limited. Students are responsible for understanding the degree requirements based on their catalog year.

Comprehensive Exam

As students near the completion of their program, they will be required to complete a comprehensive exam, the Counselor Preparation Comprehensive Examination (CPCE). The CPCE covers the eight core CACREP areas including assessment and testing, human growth and development, counseling relationships, ethical counseling practice, career development counseling, group counseling, research and program evaluation, and social and cultural diversity.

The CPCE is a 160 multiple-choice examination to be completed within four hours. Students can prepare for the CPCE by reviewing their textbooks, reviewing CPCE preparatory resources (<https://study.com/academy/course/counselor-preparation-comprehensive-examination-cpce-exam-prep-study-guide.html>), and by utilizing NCE study guides.

Students must achieve a score of 75 or above to pass the exam. Students whose CPCE raw scores fall below 75 will be required to complete additional remediation projects developed by faculty and tailored to the sections in which they had a deficit and retake the exam until they pass.

Matriculation/Graduation Requirements

The following requirements must be met to successfully graduate the program:

- 1) Complete all required courses (at least 61 credits) with no lower than a B- and maintain a cumulative GPA of at least 3.0.
- 2) Pass all experiential courses (Practicum I/Practicum II/ Internship) with a Satisfactory rating.
- 3) Complete all required direct and indirect hours within Practicum I, II and Internship (see

- required hours listed in the Practicum and Internship Handbook).
- 4) Complete all required supervision hours within Practicum I, II and Internship.
 - 5) Pass the Counselor Preparation Comprehensive Examination (CPCE) with a score of 75 or higher.
 - 6) Be in good academic (overall GPA of 3.0) and professional standing (no outstanding professional support plans) with the program.
 - 7) Complete all requirements within six years.

APPLYING TO GRADUATE: Students who meet graduation requirements are not awarded the degree automatically. In order to be awarded a degree, students must complete the university application for graduation, which is available on the university website:

<https://www.msudenver.edu/registrar/graduation/>

Student Development

All students in the BHAM program are formally evaluated on the Counselor Learner Objectives.

All students' performance is evaluated in three specific areas: Knowledge, Skills, and Professionalism. The faculty utilize the Student Developmental Assessment Matrix scores to determine students' progress in the program and their demonstrated readiness for practicum and internship.

Counselor Learner Objectives:

2. Academic progress (knowledge) (CLO 1)
3. Acquisition of counseling skills (CLO 2)
4. Self-awareness and professionalism (CLO 3)

CLO 1: Counselor Knowledge: Academic Progress and Promise

Students must maintain at least a 3.0 overall grade point average (GPA). If a student's GPA falls below 3.0, the faculty advisor contacts the student to discuss possible issues and potential solutions. A written retention/remediation plan is developed that specifies the academic steps the student must take to remain in the program and is placed in the student's official file. When a student retakes a course, the most recent grade and previous grade are computed in the GPA. Students who are unable to maintain satisfactory academic progress will be dismissed from the program.

CLO 2: Counselor Skills: Acquisition and Development

The faculty assess the counseling skill acquisition of each student. If the faculty determines that a student needs improvement in counselor skill development, the student's faculty advisor will contact the student to discuss the area for development. A written retention/remediation plan is developed to remedy the problem(s) and is placed in the student's file. If, on subsequent review, the faculty members determine that the student has made the necessary progress, no further action is taken. If the student does not make acceptable progress, they may be required to repeat a course or courses (please see the Unsatisfactory Evaluation Policy within the Fieldwork section of this handbook to see more information regarding repeating field courses). Upon completion of the repeated course(s), if the student does not meet expectations, they may be dismissed from the program.

CLO 3: Self-Awareness and Professionalism

Students who engage in unethical and/or unprofessional behaviors or practices may be required to develop a remediation plan or may be suspended or dismissed from the program. If a student is dismissed from the program, to resume, they may reapply after one year.

Any developmental needs identified through use of the Matrix may lead to a remediation plan (see below).

Developmental Assessment Matrix Feedback

The faculty are committed to providing support and targeted mentoring to improve student achievement and assist students in developing the behaviors that will lead to academic, personal, and professional success. All students are encouraged to meet with program faculty throughout the semester to review their progress (Please see Appendix A). Students who fall below standards (CLO 1-3) will meet with program faculty, develop a plan for success, and review their progress. Faculty will make every attempt to work with students in a proactive, preventive manner in hopes of helping them move successfully through the program without interruption.

Remediation Plan

Students may be asked to meet with faculty for the purpose of receiving feedback on their progress meeting CLOs. A remediation plan that identifies benchmarks for progress may be developed. Remediation plans are reviewed at the end of each semester. Failure to satisfy the requirements stipulated in a remediation plan may result in suspension or dismissal from the program.

Appeal Process

Students may appeal a decision regarding their status if they have evidence that the decision regarding their status was based on false information or in violation of university, departmental, or program policies.

To appeal, the student must present their reason for the appeal along with the evidence in writing (via university email) to the program director and Chair of the department. They then arrange to meet to discuss with the Chair. The Chair will conduct a review and provide a decision in writing (via university email) to the student. If dissatisfied with the outcome, the student may appeal in writing to the Dean of the College of Health and Human Services.

Student Rights and Responsibilities

Students are responsible for reading and following university policies and procedures as well as student rights and responsibilities, as outlined in the MSU Denver Graduate Academic catalog, see: [Link to Graduate Catalog](#)

Academic Policies

Academic Probation

If a student's cumulative GPA falls below 3.0 the student is placed on Academic Probation and must meet with a program advisor to develop an Academic Recovery Plan to raise their GPA to 3.0 or higher.

While on Academic Probation, students must register for a minimum of 3 credit hours and are limited to no more than 6 credit hours per semester for fall and spring, and, if attending summer

semester, no more than 3 credit hours for summer.

If, after implementing the plan and completing 15 credits or 3 semesters (whichever happens first), a student does not raise their cumulative GPA to a minimum of 3.0, the student will be dismissed from the program.

APA Style

All courses in the BHAM program require students to follow the Publication Manual of the American Psychological Association (APA) for paper assignments. Students are encouraged to purchase the manual or check the library to access a copy on reserve. Additional resources to assist with APA guidelines include [OWL](#) and [APA.org](#).

Additionally, students are expected to check their courses in Canvas for announcements and messages from their instructors. Canvas can be accessed through the Student Hub. Finally, to receive alerts regarding campus safety/emergencies (including campus closure) students are encouraged to sign up for RAVE (campus alert system) at:

<https://www.getrave.com/login/MSUDenver>

Class Attendance

Class attendance is required. Due to the experiential nature of courses in the program, attendance is critical to learning and professional development. Students are advised that faculty establish attendance requirements in their courses and are permitted to link student absences to their evaluation of students' performance and grade in the course. If you miss class for any reason, it is your responsibility to contact the instructor as quickly as possible. Students are responsible for obtaining missed course material.

Absence Limits:

1. Non-Clinical Courses (16-week semester): Students may not miss more than 2 classes.
2. Non-Clinical Courses (Weekend or Intensive Format): Students cannot miss more than 6 clock hours.
3. Clinical Courses (16-week semester): Only 1 absence is permitted due to accreditation and state requirements. Examples of clinical courses include BHAM 5006, Group Counseling Skills, include BHAM 5006, Group Counseling Skills, BHAM 5009 Addictions Counseling, Intervention, and Prevention I, BHAM 5010 Addictions Counseling, Clinical Supervision and Advocacy BHAM 5011, Intervention, and Prevention II, and experiential seminars (Practicum and Internship).
4. Clinical Courses (Weekend or Intensive Format): Students may not miss more than 3 hours.

Exceeding the absence limits may result in failure of the course, which may impact a student's eligibility to enroll in subsequent courses. Students who fail a course with less than a B- grade must meet with the BHAM academic advisor to revise their academic plan. A failed course may impact students' standing in the program (see below).

Communication Expectations

University email is the official university and program method of communication. Students are expected to check their university email accounts on a regular basis. To access, students log onto

the Student Hub <https://www.msudenver.edu/studenthub/>.

Course Withdrawal

Students may withdraw from a course until the withdrawal deadline without penalty. Please refer to MSU Denver's withdrawal guideline and policy: [Office of the Registrar](#)

Please be aware that withdrawing from a course(s) may have financial aid implications; it is advised to contact the Office of Financial Aid and Scholarships: [OFAS](#)

After the withdrawal deadline, students may submit a request for an Administrative Withdrawal under certain circumstances. Please know that the circumstances are limited in scope and approval is not guaranteed. For information and instructions, see [AW Policy](#).

Please note: courses in the program are scaffolded, and withdrawing from a course will impact a student's academic plan. Students are required to meet with the program's academic advisor prior to withdrawing from a course.

Deferment Policy

A student who has been accepted into the program may seek deferment for up to one year. Students must request deferment in writing (via university email) in advance of any leave taken. They will be informed of the program decision regarding approval status in writing (via university email).

To restart the program, the student must meet with the program advisor at least one month before enrollment.

If the student does not enroll after the approved deferment year, they will no longer have active status and the program. If interested in readmission, they will need to undergo the admissions process and resubmit a full application.

Good standing

Students must maintain a 3.0 cumulative grade point average in order to remain in the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling program. Students must earn a minimum grade of B- (and a Satisfactory for practicum and internship) in any given class in order to earn class credit for degree requirements. If a student earns below a B- (or an Unsatisfactory in practicum or internship), the student must retake the class. Students can only retake a course one time. Failure to pass the course (with a B- or Satisfactory) a second time will result in dismissal from the program.

Grades

Students have the right to know what those grading standards, assignments, and expectations are early in each semester and in writing via the syllabus. Instructors are responsible for grading and establishing the grading standards, assignments, and expectations for their courses. Students are responsible for understanding the grading expectations and performing within the standards. Students may utilize the advising GPA calculator to explore what grades they need to reach their desired cumulative GPA at <https://www.collegesimply.com/colleges/colorado/metropolitan-state->

[college-of-denver/gpa-calculator/](https://college-of-denver.edu/gpa-calculator/)

Grade Appeal Procedures

It is the responsibility of the student to initiate a grade appeal within the time limit, and to follow the procedures for grade appeals specified in the university catalog: [Grade Appeal](#).

Graduate Catalog Year

The first semester the student enrolls in courses required for a degree determines the designated university graduate catalog year of degree requirements and catalog rights. When a catalog is updated, students have the ability, but are not required, to change their catalog year to the most recent catalog. To change their catalog year, students must request to do so in writing to the program's academic advisor. If a student has an approved deferment or approved break in the program, they will resume courses under the most recent catalog.

Catalog rights pertain only to degree requirements; they do not protect students from changes such as prerequisites required for a given course, internship hours, individual course requirements, or additional requirements imposed by licensing, accrediting, or credentialing agents.

Incomplete Grades

Students unable to complete the course requirements may seek an Incomplete from the instructor prior to the end of the semester in which they seek an Incomplete.

The consideration of providing an Incomplete is solely up to the instructor. At a minimum, in order for an instructor to consider an Incomplete, the following must be met: the student must be passing the course with a B- or above, the student has participated in 3/5's (60%) of the class term and has completed 50% of the course requirements.

In order to initiate the process, the student must meet with the instructor for the instructor's determination of whether an Incomplete can be granted (meeting the university's minimum is not a guarantee of approval, approval is at the discretion of the faculty).

If approved by the faculty, the faculty determines the requirements that must be met (e.g., the work to be completed and the deadline for completion). The student then must complete and file an Incomplete form with the instructor.

Upon successful completion of the work within the applicable deadline, the faculty will assign a final grade for the course. Please refer to university policy regarding Incompletes, as the grade might automatically revert to an "F": [Incomplete Policy](#)

Please note that successful completion of a prerequisite course may impact the ability to register for subsequent courses. Students must meet with an advisor to assess and revise their academic plan accordingly.

Professional Behavior & Standards

As a field that demands firm professional standards, students in counseling programs must also model and follow professional behavioral standards. BHAM students are expected to adhere to the highest ethical standards in regard to their academic conduct.

Students are responsible for knowing and following MSU Denver policy for academic and behavioral conduct found here: [Student Code of Conduct](#). Students in the BHAM program are also held to the program's Personal and Professional Dispositions.

Key terms for academic misconduct include:

Cheating: to defraud, deceive; to take an examination dishonestly, as by having improper access to answers. Includes the submission of the same paper in more than one course.

Plagiarism: to take ideas, thoughts, writings from another and pass them off as one's own; this could include improper citation or not including a reference page.

Self-Plagiarism: reusing work that has been previously published or submitted in other classes without prior written permission from the instructor.

In alignment with MSU Denver's Student Code of Conduct policy, the Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling has the following policies regarding plagiarism and cheating:

The instructor determines the grade for assignments and courses. If the instructor determines that cheating or plagiarism in any form has occurred, they may assign an automatic "F" or "unsatisfactory" rating for the assignment and/or the course.

The instructor is required to refer all cases of academic misconduct to the Program Director to initiate the Student Support Process. Potential outcomes of this process include, but are not limited to, program suspension or expulsion. Additionally, the instructor or Program Director may refer the case to the CHHS Dean, and/or to the Dean of Students' Office for further action.

Transfer Credits

All requests for transfer of credits from a course taken at another university must be reviewed and approved by the Program Director. For consideration, students must provide the course syllabi and final university transcript (additional documentation may be required). The Program Director will make the determination of whether the courses are equivalent to an MSU Denver's BHAM course. It will be the responsibility of the individual student to provide such materials by the deadline as requested. Up to 9 credit hours may be accepted if approved by the Program Director. Clinical courses, experiential courses, and ethics courses are not eligible for transfer.

Professional and Behavioral Expectations

University Standards

The MSU Denver Student Code of Conduct <https://www.msudenver.edu/dean-of-students/student-conduct/>

Program Standards

The program has established the following Personal and Professional Dispositions.

Use of Cell Phones and Other Electronic Devices

The counseling session is a confidential space in which individuals are likely to share their private experiences and feelings with a trusted professional. Counselors must be mindful of the trust that is placed in them and honor the therapeutic relationship by conducting themselves ethically. This includes a commitment to being fully present with clients during the session. For students, this means that they also must be fully present during class. As such, students must disengage from and turn off cell phones and all other electronic devices. There may be occasions when students are able to use electronic devices to enhance the learning experience, but this allowance is at the discretion of the individual instructor. Students are responsible for knowing and adhering to their instructors' policies.

Confidentiality

Confidentiality is a topic that will be discussed in several of your classes. The faculty members in the program believe that students learn best by applying the information learned in classes to their personal lives. As such, we will encourage you to analyze your experiences in papers and in class. It is very important to honor the confidentiality of other students' disclosures and to trust that they will honor yours. Faculty members are also committed to holding your information confidential in classes where self-disclosure is encouraged. Please note that the program cannot guarantee that students will comply with this expectation. Also, please know that there are some exceptions where faculty members may not be able to maintain confidentiality as mandated reporters and under Title IX. For additional information, please refer to university policy:

<https://www.msudenver.edu/policy/discrimination/>

Social Media

The nature of the program will expose students to confidential information; at no time should confidential information be posted in any social media forum. Disclosure of confidential information of clients outside of a supervisory setting is a direct violation of CRS 12-245, NAADAC & ACA Ethical Standards and may result in consequences up to removal from the program. Students are required to maintain professionalism when using social media.

Dual Relationship Policy

Given the nature of the field, there is a possibility that you may have a faculty member for one of your Human Services and Counseling classes who has been your therapist or counselor. If this occurs, and in order to support appropriate boundaries for both students and faculty members, we encourage students to consider taking another section of a particular class and/or another class. If you need assistance in switching classes based on a dual relationship, please contact the Chair for assistance. If you decide to stay in the class, we encourage you to have an open conversation with your instructor about the distinctions between a teacher/student relationship and a helper/client relationship. The instructor providing the counseling services to a client who is a student may also initiate the request that the student be changed to another section. Instructors will discuss with the student and work with the Chair to proceed.

Sobriety

For BHAM graduate students in recovery, there is an expectation of sobriety. Failure to maintain sobriety may result in suspension or dismissal from the program. Issues of sobriety that may impact a student's standing or participation in the program must be communicated in writing to the Program Manager and Department Chair for consideration. Please see regulatory board and licensure requirements regarding additional sobriety requirements.

Inability to fulfill responsibilities

Students who are unable to fulfill their academic and/or professional responsibilities are required to contact their advisor, faculty, and clinical supervisors in writing (via university email) within five business days of the occurrence. Students must arrange to meet with their advisor to determine a plan of action. The advisor will instruct the student as to any further steps to be taken, which may include meetings with their faculty, program directors, or supervisors, depending upon the situation. If necessary, the advisor will develop a revised academic plan.

Student Support Process

As a graduate student in the BHAM program, you are bound by expectations and guidelines that relate to academic, professional, and behavioral performance. For students who are not meeting these expectations as determined by program faculty, administrators, and/or staff, the BHAM program may implement the Student Support Process. The Process is intended to support the appropriate development of students in order for them to demonstrate the requisite knowledge, skills, ethics, and behaviors. The Process policy and procedures can be found here:

<https://www.msudenver.edu/human-services-counseling/master-of-science-program/>

Professional Ethical Standards

Students are required to fully adhere to professional ethics and standards of behavior as outlined in the following below:

The Ethical Standards of NAADAC, <https://www.naadac.org/code-of-ethics> and the American Counseling Association (ACA) <https://www.counseling.org/knowledge-center/ethics>

Practicing without a License

No one may advertise or perform addiction counseling, counseling, therapy, or psychological counseling in a mental health setting without the proper State license (Licensed Addiction Counselor (LAC) or Licensed Professional Counselor (LPC)), Certification (Certified Addiction Technician, (CAT) or Certified Addictions Specialist, (CAS)) or registration in the DORA database as a Registered Psychotherapist. This list is not exhaustive, please refer to CRS 12-245 for all licensure requirements.

Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling under the supervision of a person holding a valid license as named in CRS 12-245.

Any students found in violation of CRS-12-245 may be dismissed from the program and may have their names forwarded to the appropriate State board.

Resources

Faculty Office Hours and Mailboxes

Office hours, phone numbers, and email addresses of each full-time faculty member are posted online and in the Human Services & Counseling office. Full-time faculty members' offices are located in West Classroom 236. Office hours change each semester; therefore, students must be sure to check syllabi and with faculty at the start of each semester. Office hours may be in person, online, or a combination of the two. Please note that affiliate faculty may not hold office hours; however, they are available to meet with students. Students should contact their affiliate faculty by university email or in person to request an appointment. Affiliate faculty provide their contact information on their course syllabi.

University Services and Resources for Students

The following offices provide services to support the academic, health, economic, and personal needs of enrolled students:

Health, Safety, & Welfare Resources

- [MSU Denver Counseling Center](#)
- [Health Center at Auraria](#)
- [Auraria Police Department](#)
- [The Gender Institute for Teaching and Advocacy](#)
- [Phoenix Center at Auraria](#)
- [Campus Recreation](#)
- [Campus Safety & Crime Information](#)

Academic Resources

- [Access Center](#)
- [Classroom to Career Hub](#)
- [Auraria Library](#)
- [Library Discipline Guide](#)
- [Tutoring Program](#)
- [Writing Center](#)

General Resources

- [Auraria Early Learning Center](#)
- [Center for Multicultural Excellence and Inclusion](#)
- [Information Technology Services](#)
- [LGBTQ Student Resource Center](#)
- [Office of Financial Aid](#)
- [Veteran Student Support Services](#)

CARE referrals

MSU Denver faculty, staff, and students, may file a Consultation-Assessment-Referral-Education (CARE) report to connect students to support services they may need. If you are concerned about a student, please review the CARE reporting guidelines and, if appropriate, submit a CARE referral found here: <https://www.msudenver.edu/care/>

Student Complaints

If students have complaints against BHAM faculty or staff, they may first address their concerns with the faculty or staff member, the program director, then Department Chair, and finally, the Dean, if needed. A student pursuing a complaint must follow the policy and procedures found here: [Complaint Procedures](#)

Licensure and National Level Credentialing

State Level Licensing

Eligibility for Licensure

Admission into or completion of programs leading to licensure and credentialing does not guarantee that students will obtain a license. Licensure requirements are set by the State of Colorado and are not controlled by or affiliated with MSU Denver and state requirements may change at any time.

Students should apprise themselves of state regulations for the counseling field, as found in the Colorado Revised Statutes: Mental Health Practice Act 12-245 (link here: [Mental Health Practice Act](#)). Students need to review the requirements for licensure as an LAC or LPC as outlined by DORA.

Licensure requirements can include evidence of the right to work in the United States (e.g., social security number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure requirements. MSU will not refund tuition, fees, or any associated costs, to students who determine that they cannot meet or become ineligible to meet licensure requirements.

Information concerning licensure requirements are available from the following websites:
Licensed Addiction Counselor: <https://dpo.colorado.gov/AddictionCounselor>
Licensed Professional Counselor: <https://dpo.colorado.gov/ProfessionalCounselor>

Licensed Addiction Counselor (LAC)

Based on education, training, knowledge, and experience, the scope of practice of a licensed addiction counselor includes behavioral health counseling and may include the treatment of substance use disorders, addictive behavioral disorders, and co-occurring disorders, including clinical evaluation and diagnosis, treatment planning, service coordination, case management, clinical documentation, professional and ethical responsibilities, education and psychotherapy with clients, family, and community, clinical supervisory responsibilities, and intervention. The State of Colorado requires 3000 hours of both direct and indirect client contact, the hours accrued during practicum may apply to this total.

Licensed Addiction Counselor: <https://dpo.colorado.gov/AddictionCounselor>

Licensed Professional Counselor (LPC)

The “practice of licensed professional counseling” means the application of mental health, psychological, or human development principles through cognitive, affective, behavioral, or systematic intervention strategies that address wellness, personal growth, or career development,

as well as pathology. A licensed professional counselor may render the application of these principles to individuals, couples, families, or groups. The State of Colorado requires 2000 post-graduate direct client contact hours; the hours accrued during practicum DO NOT apply to this total. Licensed Professional Counselor: <https://dpo.colorado.gov/ProfessionalCounselor>

OTHER U.S. STATES

Individuals earning a master's degree in counseling from MSU Denver may or may not meet most or all of the qualifications to become licensed (LAC, LPC or equivalent) in another state, territory, or country, as licensing requirements vary. For more information on professional counseling licensure in other states, students should contact the respective state's licensing board directly.

NAADAC and the American Counseling Association have lists of designated licensing boards for each state.

National Credentials

Master Addiction Counselor (MAC)

The MAC credential is not required for independent practice in Colorado and is not a substitute for the state legislated licenses and credentials. However, those who hold the national credential appreciate the opportunity to demonstrate that they have met national standards developed by their peers

MAC Credential: <https://www.naadac.org/mac>

National Certified Counselor Credential (NCC)

The NCC credential is not required for independent practice and is not a substitute for the legislated state licenses and credentials. However, those who hold the national credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors (NBCC, 2003).

NBCC Website: <http://www.nbcc.org>

Link to NCC Credential: <http://www.nbcc.org/cert/ncc.htm>

Professionals Associations and Groups

Professional associations for Licensed Addiction Counselors and Licensed Professional Counselors exist at the national, state, and local levels. Students are encouraged to become members of professional associations that are appropriate for their area of specialization and professional development.

National Professional Associations

The Association for Addiction Professionals (NAADAC)

NAADAC represents the professional interests of more than 100,000 addiction counselors, educators and other addiction-focused health care professionals in the Credited States, Canada and abroad. NAADAC's members are addiction counselors, educators, and other addiction-focused health care professionals, who specialize in addiction prevention, treatment, recovery support and education. An important part of the healthcare continuum, NAADAC members and its 47 state and international affiliates work to create healthier individuals, families, and communities through prevention, intervention, quality treatment, and recovery support. Student membership to NAADAC is available and includes a subscription to the *Advances in Addiction & Recovery* (monthly paper).

Contact information available at NAADAC, link here: <https://www.naadac.org/>

American Counseling Association (ACA)

The American Counseling Association is the world's largest association exclusively representing Licensed Addiction Counselors in various practice settings. ACA is a not-for-profit, professional, and educational organization that is dedicated to the growth and enhancement of the counseling profession and has been instrumental in setting professional and ethical standards for the counseling profession at large.

Divisions. Student membership to ACA is available and includes a subscription to the *Journal of Counseling and Development* (issued quarterly) and *Counseling Today* (monthly paper).

Contact information available at ACA, link here: <http://www.counseling.org>

State Professional Associations Colorado Association for Addiction Professionals (CAAP)

The Colorado Association of Addiction Professionals is an association of concerned and passionate professionals (behavioral health specialists in substance misuse and addictive behavior disorders, addictionologists, preventionists, recovery support specialists, DUI providers, criminal justice professionals, students, trainees, interns, peers, addiction detox -treatment – recovery organizations) seeking excellence in the quality of services provided to those struggling in our communities with substance misuse and addictive behavior disorders and/or co-occurring mental health and physical health disorders. CAAP accomplishes its mission through education, training, and advocacy.

Contact information available at CAAP, link here: <https://www.caap.us/caap>

Colorado Counseling Association (CCA)

Colorado Counseling Association (CCA) is an active state branch of the 60,000 member American Counseling Association and is currently positioned as one of the country's leading professional membership organizations in the field of mental health, joined by the National Association of Social Workers – CO (NASWCO), the Colorado Association for Marriage and Family Therapists (COAMFT), and the Colorado Association for Addiction Professionals (CAAP).

Contact information available at CCA, link here:
<https://www.coloradocounselingassociation.org/cca/default.asp>

APPENDIX A

Developmental Assessment Matrix

Developmental Assessment Matrix			
Semester:	Below Standard (Supporting Documentation Required)	Meets Expectations	Exceeds Expectations
CLO 1: Counselor Knowledge and Academic Progress	GPA below 3.0 for the semester. If improvement is not demonstrated, faculty may require a formal meeting to discuss the student's progress. A remediation plan may be implemented.	GPA 3.0-3.8 for the semester. The faculty desires the student to continue to put forth the same or greater effort to meet benchmarks.	GPA 3.9-4.0 for the semester. The faculty desires the student to continue to put forth efforts to meet benchmarks.
CLO 2: Counselor Skills *Students need to score meet/exceed expectations and be endorsed by faculty to enroll in practicum or internship	<p>Did not demonstrate expected level of skills and/or accepting and implementing feedback.</p> <p>The student does not demonstrate one or more of the following:</p> <ul style="list-style-type: none"> understanding of/ implementing clinical skills documentation appropriate and healthy involvement and expressions of affect flexibility awareness of impact on others appropriate interpersonal boundaries acting in a professional manner receiving feedback in an appropriate manner openness to learning and new experiences <p>The faculty desires the student to put forth greater effort to meet developmental benchmarks. The faculty may require a formal meeting to determine the student's readiness.</p> <p>*Prior to practicum and internship, faculty will require a formal meeting to determine the student's readiness.</p>	<p>Demonstrated expected growth during the defined timeframe of study, as demonstrated by:</p> <ul style="list-style-type: none"> understanding of/ implementing clinical skills documentation appropriate and healthy involvement and expressions of affect, flexibility awareness of impact on others appropriate interpersonal boundaries acting in a professional manner receiving feedback in an appropriate manner openness to learning and new experiences <p>The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks. The faculty has endorsed the student for Practicum or Internship.</p>	<p>Exceeded expectations for growth during the defined timeframe of study, as demonstrated by a high degree of:</p> <ul style="list-style-type: none"> understanding of/ implementing clinical skills documentation appropriate and healthy involvement and expressions of affect, flexibility awareness of impact on others appropriate interpersonal boundaries acting in a professional manner receiving feedback in an appropriate manner openness to learning and new experiences <p>The faculty commends the student for their exceptional effort to meet developmental benchmarks. The faculty has endorsed the student for Practicum or Internship.</p>

<p>CLO 3: Self-awareness and Professionalism *Students need to score meet/exceed expectations and be endorsed by faculty to enroll in practicum or internship</p>	<p>Did not demonstrate expected level of skills and/or accepting and implementing feedback. The student does not demonstrate one or more of the following: practice self-care interact in a professional manner with peers, faculty, staff, or clients, including diverse populations resolve conflicts in an appropriate manner demonstrate ethical decision making receives feedback in an appropriate manner openness to learning and new experiences The faculty desires the student to put forth greater effort to meet developmental benchmarks. The faculty may require a formal meeting to determine the student's readiness. *Prior to practicum and internship, faculty will require a formal meeting to determine the student's readiness.</p>	<p>Demonstrated expected growth during the defined timeframe of study. The student demonstrates the following: practice self-care interact in a professional manner with peers, faculty, staff, or clients, including diverse populations resolve conflicts in an appropriate manner demonstrate ethical decision making receives feedback in an appropriate manner openness to learning and new experiences The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks. The faculty has endorsed the student for Practicum or Internship.</p>	<p>Exceeded expectations for growth during the defined timeframe of study. The student highly demonstrates the following: practice self-care interact in a professional manner with peers, faculty, staff, or clients, including diverse populations resolve conflicts in an appropriate manner demonstrate ethical decision making receives feedback in an appropriate manner openness to learning and new experiences The faculty commends the student for their exceptional effort to meet developmental benchmarks. The faculty has endorsed the student for Practicum or Internship.</p>
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