



College of  
**Nursing and Health Professions**

# **Behavioral Health Counseling**

**Student Handbook  
2009-2010**

Last revision: July 23, 2009

## TABLE OF CONTENTS

|  |    |
|--|----|
| FULL-TIME STUDENT ACADEMIC CALENDAR .....                            | 4  |
| SATURDAY SCHOLARS ACADEMIC CALENDAR.....                             | 5  |
| CONTACTS AND RESOURCES.....  | 6  |
| INTRODUCTION .....   | 7  |
| About This Handbook .....  | 7  |
| Program Mission Statement .....                                      | 7  |
| About the Program .....  | 7  |
| ADMINISTRATION.....  | 7  |
| Program Direction .....  | 7  |
| Academic Administrator .....   | 8  |
| Marketing .....  | 8  |
| STUDENT ADVISEMENT .....   | 8  |
| Academic Advising.....   | 8  |
| Faculty Mentoring.....   | 8  |
| Adjunct Faculty .....  | 8  |
| PROGRAM OUTCOMES.....  | 9  |
| Professional Behavior.....   | 9  |
| Counseling Competencies .....  | 9  |
| PROGRAM REQUIREMENTS.....  | 10 |
| General Education Credits.....                                       | 10 |
| Credit Evaluation.....   | 10 |
| Course Equivalents.....  | 11 |
| Registration .....   | 11 |
| PROGRAM POLICIES .....   | 11 |
| Student Rights .....   | 12 |
| Student Responsibilities .....                                       | 12 |
| Attendance and Class Participation.....                              | 12 |
| Grading System .....   | 13 |
| Grade Point Average .....  | 13 |
| Policy for Student Grievance / Appeals .....                         | 13 |
| Drop/Add.....  | 14 |
| Course Withdrawal.....   | 14 |
| Incomplete Grade .....   | 14 |
| Eligibility for Graduation .....                                     | 14 |
| Certificates of Advanced Study in Behavioral Health Counseling ..... | 15 |
| CO-OP EXPERIENCE .....   | 15 |
| STANDARDS OF CONDUCT .....   | 16 |
| Academic Honesty and Integrity .....                                 | 16 |
| Students with Disabilities Accommodations.....                       | 16 |
| Substance Abuse Policy .....   | 16 |
| Psychiatric and Substance Use Disorders .....                        | 17 |
| ACADEMIC RESOURCES .....   | 17 |
| Center for Academic Success.....                                     | 17 |
| Libraries.....   | 18 |
| Computing Resources.....   | 18 |

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|   |    |
|---|----|
| Career/Graduate School Advisement and References.....                                   | 18 |
| MISCELLANEOUS INFORMATION .....   | 18 |
| Emergency Messages .....  | 18 |
| Delayed Opening / School Closing .....  | 19 |
| ALUMNI RESOURCES .....  | 19 |
| Alumni Contact .....  | 19 |
| Alumni Support .....  | 19 |
| Appendix A: Full-Time Student Suggested Plan of Study .....                             | 20 |
| Appendix B: Full-Time Day-Student Term Master Schedule 2009-2010.....                   | 21 |
| Appendix C: Saturday Scholars Plan of Study .....                                       | 22 |
| Appendix D: Saturday Scholars Term Master Schedule 2009-2010.....                       | 23 |
| Appendix E: Requirements for the Minor .....  | 24 |
| Appendix F: Writing Skills Resources for BHC Students.....                              | 25 |
| Appendix G: Classroom Conduct and Expectations.....                                     | 27 |
| Appendix H: Recommendations for Interacting with Drexel’s Student Resource Center ..... | 28 |

| <b>FULL-TIME STUDENT ACADEMIC CALENDAR</b> |  |
|--|--|
| <b>DATE</b>                                | <b>FALL TERM 2009-2010</b>                                 |
| September 21-26                            | Welcome Back Days  |
| September 21                               | Classes Begin  |
| October 2                                  | Last Day to Drop / Add                                     |
| October 12                                 | Columbus Day (University Holiday)                          |
| November 24                                | Thanksgiving Holiday Begins at Close of Classes - 10:00 pm |
| November 30                                | Classes Resume 8:00 am                                     |
| December 5                                 | Last Day of Classes  |
| December 7                                 | Term Examinations Begin                                    |
| December 12                                | Term Examinations End                                      |
| <b>DATE</b>                                | <b>WINTER TERM 2009-2010</b>                               |
| January 4                                  | Classes Begin  |
| January 15                                 | Last Day to Drop / Add                                     |
| January 18                                 | Martin Luther King, Jr. Day (University Holiday)           |
| March 13                                   | Last Day of Classes  |
| March 15                                   | Term Examinations Begin                                    |
| March 20                                   | Term Examinations End                                      |
| <b>DATE</b>                                | <b>SPRING TERM 2009-2010</b>                               |
| March 29                                   | Classes Begin  |
| April 9                                    | Last Day to Drop / Add                                     |
| May 31                                     | Memorial Day (University Holiday)                          |
| June 5                                     | Last Day of Classes  |
| June 7                                     | Term Examinations Begin                                    |
| June 11                                    | Term Examinations End                                      |
| June 12                                    | Commencement   |
| <b>SUMMER TERM 2009-2010</b>               |  |
| June 21                                    | Classes Begin  |
| July 4                                     | Last Day to Drop / Add                                     |
| August 28                                  | Last Day of Classes  |
| August 30                                  | Term Examinations Begin                                    |
| September 4                                | Term Examinations End                                      |

\*Calendars are subject to change due to regulatory or administrative reasons

| <b>SATURDAY SCHOLARS ACADEMIC CALENDAR</b> |   |
|--|---|
| <b>DATE</b>                                | <b>FALL TERM 2009-2010</b>                              |
| September 19                               | Fall A Classes Begin                                    |
| September 25                               | Last Day to Drop / Add                                  |
| October 24                                 | Fall A Last Class                                       |
| October 31                                 | Fall B Classes Begin                                    |
| November 6                                 | Last Day to Drop / Add                                  |
| November 28                                | Thanksgiving Observed (University Holiday) - NO CLASSES |
| December 12                                | Fall B Last Class                                       |
| <b>DATE</b>                                | <b>WINTER TERM 2009-2010</b>                            |
| January 2                                  | Winter A Classes Begin                                  |
| January 8                                  | Last Day to Drop / Add                                  |
| February 6                                 | Winter A Last Class                                     |
| February 13                                | Winter B Classes Begin                                  |
| February 19                                | Last Day to Drop / Add                                  |
| March 20                                   | Winter B Last Class                                     |
| <b>DATE</b>                                | <b>SPRING TERM 2009-2010</b>                            |
| March 27                                   | Spring A Classes Begin                                  |
| April 2                                    | Last Day to Drop / Add                                  |
| May 1                                      | Spring A Last Class                                     |
| May 8                                      | Spring B Classes Begin                                  |
| May 14                                     | Last Day to Drop / Add                                  |
| June 12                                    | Spring B Last Class                                     |
| <b>DATE</b>                                | <b>SUMMER TERM 2009-2010</b>                            |
| June 19                                    | Summer A Classes Begin                                  |
| June 25                                    | Last Day to Drop / Add                                  |
| July 3                                     | CLASSES WILL BE HELD                                    |
| July 31                                    | Summer A Last Class                                     |
| August 7                                   | Summer B Classes Begin                                  |
| August 13                                  | Last Day to Drop / Add                                  |
| September 11                               | Summer B Last Class                                     |

\*Calendars are subject to change due to regulatory or administrative reasons

## CONTACTS AND RESOURCES

### *Program Administration*

- Ronald Comer, D.S.W., Director .....(215)762-7190, [RC37@drexel.edu](mailto:RC37@drexel.edu)
- Lisa Schmidt, Ph.D., Associate Director.....(215)762-7455, [LTS33@drexel.edu](mailto:LTS33@drexel.edu)
- Robert Chapman, Ph.D., Associate Director.....(215)762-6922, [RJC48@drexel.edu](mailto:RJC48@drexel.edu)
- Susan Lowenstein, B.A, Academic Advisor.....(215)762-7979, [SS79@drexel.edu](mailto:SS79@drexel.edu)
- Nichelle Gladden, Academic Administrator.....(215)762-1942, [Nichelle@drexel.edu](mailto:Nichelle@drexel.edu)
- Mary Grace Bateman, Marketing Director.....(215) 895-6255, [MB828@drexel.edu](mailto:MB828@drexel.edu)
- Program Fax.....(215)762-7889

### *Resources*

**Locating a Telephone Number:** The University's on-line directory <http://www.drexel.edu/search/> lists the name, telephone number, e-mail address and location of all faculty and staff. You can also call the Center City **Campus Operator** at (215) 762-7000.

**The Blue Line** <http://www.drexel.edu/blueline/default.asp>

**Academic Calendar** <http://www.drexel.edu/provost/calendars/quarter/quarter-0910.html>

**Blackboard** <http://drexel.blackboard.com/>

**Term Master Class Schedule** [https://duapp3.drexel.edu/webtms\\_du/](https://duapp3.drexel.edu/webtms_du/)

**DrexelOne Portal** <http://one.drexel.edu/cp/home/loginf>

**Drexel University's Academic Policies** <http://www.drexel.edu/provost/policies/>

**Student Resource Center** <http://www.drexel.edu/src/>

**Student Handbook** <http://www.drexel.edu/studentlife/SLhandbook.htm>

**Commonly Used University Forms** <http://www.drexel.edu/SRC/forms.asp>

**Office of The University Registrar**, Drexel University Center City Campus, 1<sup>st</sup> floor of the New College Building – down the hall from Student Life.

<http://www.drexel.edu/provost/registrar/>

(215) 762-7601 email: [enroll@Drexel.edu](mailto:enroll@Drexel.edu)

**Office of Financial Aid:** [http://www.drexel.edu/src/resources\\_financialaid.asp](http://www.drexel.edu/src/resources_financialaid.asp) The telephone number is 215-895-2537 and e-mail: [finaid@drexel.edu](mailto:finaid@drexel.edu) . Also see the following site for creating a financial aid package at: <http://www.drexel.edu/em/undergrad/financialaid/>

## INTRODUCTION

### ***About This Handbook***

This handbook contains detailed information and guidelines for students regarding the policies and requirements of the Behavioral Health Counseling program. Students are responsible for complying with both the contents of this handbook, and the University's Student Handbook <http://www.drexel.edu/studentlife/SLhandbook.htm> , and Drexel University's academic policies <http://www.drexel.edu/provost/policies/>.

### ***Program Mission Statement***

The faculty and staff of the Behavioral Health Counseling (BHC) program are fully committed to developing pre-professional competencies in students interested in careers in the behavioral healthcare field. The curriculum is rooted in the core values of service, compassion, initiative, respect, integrity, competence and intellectual honesty, with the ultimate goal of producing effective and caring professionals who will contribute to the healing and well-being of consumers, families and communities.

### ***About the Program***

The BHC program responds to the growing need for competent direct service providers in behavioral healthcare. The BHC major course of study consists of a comprehensive, clinically applied curriculum that develops knowledge, skills and values which students can use for immediate employment in today's evolving and demanding behavioral health care field.

Course content complies with all national core educational guidelines and underscores a commitment to meeting community counseling needs. Students develop a holistic framework for understanding mental health and substance use issues through classroom experiences that incorporate case study and problem-based learning. Particular attention is paid to the student's ability to demonstrate competencies that meet the standards of a variety of service settings. Special emphasis is given to preparing students for practice in multidisciplinary and multicultural settings. The design and content of courses are continually updated to reflect new knowledge, best practices and changing market forces in the behavioral healthcare field.

The BHC program has been designed for full or part-time students entering either as freshman or transfers from another college. The program is offered in two formats:

- The full-time-student program (see Appendix A and B)
- The part-time, Saturday Scholars accelerated program (see Appendix C and D)

The program also offers two minors; Addiction Counseling and Psychiatric Rehabilitation. Requirements for each minor are described in Appendix E.

## ADMINISTRATION

### ***Program Direction***

Dr. Ron Comer, the Department Chair for BHC at Drexel reports to Assistant Dean, Dr. Michael Kennedy. He is responsible program leadership, policy development and interpretation, curriculum planning, teaching, and faculty and staff supervision. Dr. Comer is welcoming of student contact and often meets with prospective students to introduce them to the many

advantages of earning a degree through the BHC program. The Associate Directors, Dr. Lisa Schmidt and Dr. Robert Chapman report to Dr. Comer. They are responsible for course coordination, and teach most of the courses in the full-time student program. Together, the program directors manage the day to day operation of the BHC program.

### ***Academic Administrator***

Nichelle Gladden, the BHC Academic Administrator, reports to Dr. Comer and is the central facilitator of information about the BHC program. She regularly e-mails students regarding registration, required textbooks, course evaluations and important announcements. She also schedules appointments with the directors and generally facilitates problem resolution. If you don't know where to turn, call Nichelle.

### ***Marketing***

The newest addition to our BHC staff is Mary Grace Bateman, Marketing Director. She reports to Dr. Comer and is responsible for outreach and recruitment of students into the program.

## **STUDENT ADVISEMENT**

### ***Academic Advising***

Susan Lowenstein, Academic Advisor for all BHC students, reports to Dr. Comer. The Academic Advisor provides new and prospective students with information about program course requirements and registration, credit evaluation, and academic policies and procedures. The Academic Advisor also completes transfer credit evaluations for students entering the program with credits from another institution. Students often talk with the Academic Advisor to receive guidance on course selection each quarter prior to registering. Call or e-mail Susan Lowenstein, Academic Advisor anytime you have a need for information or assistance related to registration, course sequencing, distribution of earned credits, academic standing or requirements for graduation.

### ***Faculty Mentoring***

In addition to the academic advisor, each student is assigned a Faculty Mentor. Students with a last name starting with "A" through "K" are assigned to Dr. Chapman, and last names starting with "L" through "Z" are assigned to Dr. Schmidt. The mentor fields questions or concerns about course selection, and establishes a supportive relationship with students to facilitate learning and pre-professional development. The mentor also supervises and evaluates independent study. Students seeking advice regarding career planning or graduate education are strongly encouraged to collaborate with their mentor regularly throughout their undergraduate education at Drexel.

### ***Adjunct Faculty***

Course instruction in the Saturday Scholars program is primarily provided by part-time adjunct faculty. All faculty and program administration are committed to working as a team to deliver the best possible learning experience to each student. Consequently, there is a strong

emphasis on communication between faculty and program administration regarding student performance and other classroom issues.

## PROGRAM OUTCOMES

### ***Professional Behavior***

The counseling profession requires honest, respectful and competent interaction with people in need of help. BHC students are challenged to develop a mature understanding of themselves and others. See Appendix G for more details. Students who display the following behaviors will get the most out of the curriculum:

1. **A Commitment to Learning** through accurate self-assessment, self-correction, and self-direction; the individual identifies needs and sources of learning and continually seeks new knowledge and understanding.
2. **Effective Use of Time and Resources** - obtains the maximum benefit from an investment of time and resources.
3. **Use of Constructive Feedback** - identifies need for and seeks out feedback; effectively uses and provides feedback for improving performance.
4. **Problem Solving** - recognizes and defines problems, analyzes data, and develops and implements solutions.
5. **Professionalism** - exhibits appropriate professional conduct; represents the profession effectively.
6. **Responsibility** - fulfills commitments and is accountable for actions and outcomes.
7. **Critical Thinking** – observes; asks logical questions; infers what is and isn't important; draws relationships between available information and integrates information.
8. **Stress Management** - identifies sources of stress and develops effective coping behaviors; seeks help for substance use or mental health problems.

### ***Counseling Competencies***

Upon completion of the BHC program students are expected to demonstrate knowledge and skill related to the following areas:

1. **Development and maintenance of the helping relationship** - employs a client-centered, strengths based approach to establish rapport, demonstrate empathy and earn trust.
2. **Assessment and Treatment Planning** - conducts a comprehensive bio-psychosocial assessment and collaboratively develops plans based on client choice and need.
3. **Multicultural Sensitivity** - appreciates differences in age, culture, ethnicity, religion, ability, gender and sexual orientation; understands and incorporates the client's frame of reference when developing and delivering services and supports.

4. **Individual Counseling and Support** - listens and communicates effectively; uses a variety of counseling techniques to develop client strengths and foster self-determination.
5. **Group Counseling and Support** - understands the goals and methods of various types of groups, provides effective facilitation of group process to achieve therapeutic goals.
6. **Family Support** - understands the unique needs of caregivers of people with serious behavioral health disorders; engages and supports families in the treatment and rehabilitation process.
7. **Case Management and Service System Interface** - advocates for and facilitates client utilization of the service system and natural community supports; works collaboratively across the service system.
8. **Team Relationships** - demonstrates knowledge of the professional roles of the various treatment team members; contributes effectively to the work of a team.
9. **Written Work / Service Documentation** - adheres to the standards of the APA style for professional writing; is familiar with the content and organization of the client record; makes concise, grammatically correct and legible entries into the client record.

## PROGRAM REQUIREMENTS

### ***General Education Credits***

General education requirements vary according to the student's status as indicated in the table below. The Academic Advisor assists students in identifying general education credit status and needs. The student is ultimately responsible for tracking and understanding what coursework remains incomplete.

| GENERAL EDUCATION AREAS                | Saturday Scholars | Full-Time Students |
|--|-------------------|--------------------|
| English                                | 9                 | 9                  |
| Biology                                | 9                 | 8                  |
| Math                                   | 9                 | 8                  |
| Computing                              | 4.5               | 3                  |
| Drexel Experience                      | -                 | 2                  |
| Humanities/ Social Sciences Electives  | 31.5              | 39                 |
| Free electives                         | 27                | 42                 |
| <b>TOTAL GENERAL EDUCATION CREDITS</b> | <b>90</b>         | <b>111</b>         |

### ***Credit Evaluation***

The Academic Advisor manages the data associated with the student's transcript. As part of this responsibility, the Advisor reviews transcripts from other institutions and under the guidance of the Department Chair, makes decisions regarding the acceptance and distribution of

transfer credits. The advisor develops a Credit Evaluation Report for all students. This report indicates the number of credits transferred in and/or earned at Drexel in each area of the curriculum. The report is updated quarterly and sent to the student. Any transcript for coursework completed outside of Drexel should be forwarded to the Academic Advisor. Official transcripts can be delivered in a sealed and registrar stamped envelope or mailed from the transferring institution. If the transcript is mailed, the student is advised to check with the program to insure it has been received. The mailing address is:

Susan Lowenstein, Academic Advisor  
CNHP - Behavioral Health Counseling  
245 N. 15th Street, Mail Stop #507  
Philadelphia, Pa. 19102-1192

### ***Course Equivalents***

All transfer students must complete at least 45 credits within the BHC major. Students are discouraged from substituting a course taken at another institution for a BHC course. Equivalents will be considered only if the course reflects credits beyond those needed to fulfill the general education credit distribution requirements. An exception may be made by the program's Academic Advisor for students who have taken Abnormal Psychology and/or Life-Span Human Development at another college, providing that these courses were completed within the past five years with a grade of "C" or better.

### ***Registration***

New students will have an opportunity to collaborate with the Academic Advisor prior to the start of classes to determine a plan of study. Once course selection for the first term has been made, the Academic Advisor enters registration data for the student. In subsequent terms, students may register online directly by doing the following:

1. Log on to Drexel One at <http://one.drexel.edu>.
2. Click the "students" tab.
3. Click "Add/Drop" Classes in the "Registration" box located at the top left.
4. Select the term in the drop-down menu.
5. Click the "Submit" button.
6. Enter the course reference numbers (CRNs) for the courses you would like to add.
7. Click the button "Submit Changes."
8. Contact your Academic Advisor if you encounter any error messages for a course, and include the full course info (i.e. BHC 100-001, CRN: 12345, Life-Span) and error message (i.e. Pre-Req Error).

Please refer to the master schedule of classes for full-time students (Appendix B) or Saturday scholars (Appendix C) to get a better sense of when courses are offered in the academic year.

## **PROGRAM POLICIES**

The student is responsible for observing all Drexel University policies and procedures as defined by the Provost and available for review at the Provost's website <http://www.drexel.edu/provost/policies/>. In addition, the following program policies apply.

## ***Student Rights***

Students have the right to:

1. Demand the best from their instructors and support staff
2. Receive a clearly articulated course syllabus that includes learning objectives, weekly content of classes and homework assignments, grading rubrics and exam schedules

## ***Student Responsibilities***

It is the student's responsibility to:

1. Maintain a current address, telephone numbers, and e-mail address in the University's DrexelOne system. For assistance in making changes, call the Academic Administrator, Nichelle Gladden.
2. Obtain a Drexel e-mail account and check mail on a daily basis. This is an important and reliable way for the program personnel to communicate with the students. Once the student has obtained their e-mail account, send a "hello" message to Susan Lowenstein [SS79@drexel.edu](mailto:SS79@drexel.edu) to confirm your account. Please sign each e-mail correspondence with your name and telephone number.

## ***Attendance and Class Participation***

Active classroom participation is expected. The following behavioral expectations inform students of the requirements concerning this valued learning experience.

- Ask probing questions to clarify concepts
- Contribute comments that synthesize material
- Voluntarily answer questions
- Demonstrate attending skills (eye contact, body posture, appropriate affect)
- Contribute to learning process for self and others during interactive activities; shares personal experiences that illustrate concepts and skills
- Arrive on time to class and after break(s); stays for full length of class session
- Demonstrate preparation for class; comment on homework assignments

As a matter of courtesy the student must notify the instructor prior to missing or coming late to a class. Attendance and punctuality in all BHC classes is expected as an essential aspect of pre-professional development. In addition, given that each course meets only once a week, even one absence reflects the loss of a significant percentage of total classroom instruction. Refer to the course syllabus for additional course specific attendance policies.

The student is responsible for all material associated with missed classes including information regarding homework assignments, tests and notes. Any decision to schedule make-ups for missed assignments or tests will be solely left to the instructor's discretion.

## **Grading System**

The following system applies to all courses:

| <b>Grade</b> | <b>Grade Points</b> | <b>Numerical Range</b> |
|--------------|---------------------|------------------------|
| A+           | 4.00                | 97 - 100               |
| A            | 4.00                | 93 - 96                |
| A-           | 3.67                | 90 - 92                |
| B+           | 3.33                | 87 - 89                |
| B            | 3.00                | 83 - 86                |
| B-           | 2.87                | 80 - 82                |
| C+           | 2.33                | 77 - 79                |
| C            | 2.00                | 73 - 76                |
| C-           | 1.67                | 70 - 72                |
| D+           | 1.33                | 67 - 69                |
| D            | 1.00                | 63 - 66                |
| F            | 0.00                | Below 63               |
| I            | --                  | Incomplete             |
| IP           | --                  | In progress            |
| W            | --                  | Withdrew               |
| WP           | --                  | Withdrew passing       |
| WF           | --                  | Withdrew failing       |

## **Grade Point Average**

The academic standing of all students is reviewed at the end of each quarter. A student receives a warning if their term grade point average (GPA) falls below 2.0. A student is placed on academic probation if their cumulative GPA falls below 2.0. A student on academic probation must meet with the Director to discuss problems associated with poor performance and collaborate on a written plan of action aimed at raising the GPA. Recommendations may include but are not limited to: remedial work or external academic work; referral to the Center for Student Academic Resources, the Student Counseling Center, or other appropriate services. A student on academic probation may not register for classes unless a remediation plan is signed by the student and the Program Director and is filed with the Registrar. A student is dismissed from the college if any of the following has occurred: (a) on probation for any three terms of 12 credits or more; (b) the term grade point average falls below 1.0; or (c) the cumulative average is below 1.0.

## **Policy for Student Grievance / Appeals**

If a student has a grievance or wishes to appeal an assigned grade he/she is first required to approach the instructor and present the issue or appeal. All requests and responses must be documented. If the instructor and student cannot reach an agreement about the situation, the student may then take their grievance to the Department Chair or an Associate Director. The Chair/Director will review all related documentation, speak with the student and the instructor

and arrive at a decision. Any complaint about BHC faculty or staff should be brought to the person's attention when possible and if needed, brought to the attention of the person's supervisor.

### ***Drop/Add***

Students may add or drop a course within the drop/add period by using DrexelOne. However, students in their first term of enrollment may not drop or add courses online and must work through the Academic Advisor to accomplish this task. For Saturday Scholars, the drop/add deadline is the Friday after the first class. For full-time students this deadline is the second Friday after the start of classes.

### ***Course Withdrawal***

After the drop/add period, a student wishing to drop a course must withdraw from the course before the end of the withdrawal period. Please speak with the Academic Advisor for advice on withdrawing from a course. A "Course Withdrawal" form (located at [http://www.drexel.edu/SRC/forms/Add\\_Drop\\_Withdraw.pdf](http://www.drexel.edu/SRC/forms/Add_Drop_Withdraw.pdf)) must be completed with all appropriate signatures by the end of the withdrawal period for the term in order to be eligible to receive a W (Withdrew), WP (Withdrew Passing) or WF (Withdrew Failing) grade. A student who withdraws from a course after the end of the withdrawal period for the term will receive an F (Failure) for the course.

### ***Incomplete Grade***

Students are generally expected to complete all course requirements within the term. Sometimes however, due to circumstances beyond their control, a student cannot accomplish the requirements of the course before the end of the term. Under these circumstances a grade of "incomplete" may be awarded. This can only be done, however, when the student communicates with the instructor before the last week of the term and together the student and instructor develop a memorandum of understanding specifying what the student has to do within a specific timeframe, to earn a grade. This memo must be documented and on file in the student's folder before final grades are due.

### ***Eligibility for Graduation***

Students will be certified for graduation if program coursework is complete with a cumulative GPA of 2.0 or greater, and the student has completed all required distribution credits. An official transcript of all required coursework must be on file with the Academic Advisor ten days prior to the intended graduation date.

The Commencement Ceremony is held once per year at the end of the Spring Quarter. In some circumstances the Department Chair may grant permission for a student to "walk" at Commencement before completing all the required coursework if a transcript is delayed or the student plans to complete all remaining distribution requirements within the time frames specified by the Provost. The student's participation in this case is ceremonial and precludes the student from receiving a diploma until coursework is successfully completed.

## ***Certificates of Advanced Study in Behavioral Health Counseling***

Six certificates of Advanced Study have been established to recognize qualified BHC students who graduate from the program with course work concentrations in key areas of behavioral health. These certificates are awarded at the Annual Alumni Dinner. To be eligible for each certificate, the student must complete the following courses at Drexel and earn a grade of “B” or better, while maintaining at least a 3.0 overall cumulative grade point average throughout the program. Keep track of your progress towards these certificates by checking off courses as you complete them.

### **CURRICULUM REQUIREMENTS**

#### **Addictions Counseling**

- Assessment and Treatment Planning
- Cognitive-Behavioral Counseling
- Introduction to Addictive Disorders
- Psychopharmacology for Counselors
- Recovery & Relapse Prevention

#### **Child & Adolescent Support Services**

- Child and Adolescent Support Services
- Child Psychopathology
- Family-Focused Interventions
- Life-Span Human Development
- Multicultural Counseling Perspectives

#### **Forensic Mental Health Services**

- Assessment and Treatment Planning
- Behavioral Disorders
- Case Management Methods
- Cognitive-Behavioral Counseling
- Forensic Mental Health Services

#### **Psychiatric Rehabilitation Services**

- Cognitive-Behavioral Counseling
- Crisis & Brief Intervention Counseling
- Multicultural Counseling Perspectives
- Psychiatric Rehab. Competencies
- Psychiatric Rehabilitation Principles

#### **Crisis Counseling Services**

- Assessment and Treatment Planning
- Behavioral Disorders
- Counseling Theory and Practice
- Crisis & Brief Intervention Counseling
- Psychopharmacology for Counselors

#### **Individual and Group Counseling**

- Cognitive-Behavioral Counseling I
- Cognitive-Behavioral Counseling II
- Group Counseling I
- Group Counseling II
- Multicultural Counseling Perspectives

## **CO-OP EXPERIENCE**

The co-operative education program is a new element of the BHC curriculum and was available to juniors for the first time in the Spring of 2009. Only students in the full-time program who enter before their junior year are eligible for this experience. The BHC four-year, one co-op program (see Appendix A), includes six months of paid employment at a clinical behavioral healthcare setting in the Philadelphia area. A small percentage of students accept non-paid co-ops. The co-op student observes mental health and addictions professionals in action and also participates in service delivery. Students use this experience to practice and assess their skills in a real world setting while gaining employment experience that can be listed on their resume.

## STANDARDS OF CONDUCT

In order to provide for an educational environment that fosters intellectual pursuits, develops socially responsible individuals, ensures academic freedom and protects individual rights, Drexel University has developed standards for both academic and non-academic matters, which can be found in the University's Student Handbook

<http://www.drexel.edu/studentlife/SLhandbook.htm>. All students and faculty are expected to be familiar with the information in this handbook and to act in a manner consistent with those standards.

### ***Academic Honesty and Integrity***

Drexel University is committed to a learning environment that embraces honesty. Faculty, students, and administrators share responsibility for maintaining this environment of academic honesty and integrity, accepting responsibility for all actions, personal and academic. Each member of our community is expected to read, understand, and uphold the values identified and described for academic integrity. An explanation of what constitutes academic dishonesty can be found on the Provost's website at:

[http://www.drexel.edu/provost/policies/academic\\_dishonesty.asp](http://www.drexel.edu/provost/policies/academic_dishonesty.asp).

An explanation of the sanctions given for academic dishonesty can be found in your Student Handbook and on the website of the Office of Conduct and Community Standards at <http://www.drexel.edu/studentlife/judicial/honesty.html>.

### ***Students with Disabilities Accommodations***

Student with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, contact ODS at [www.drexel.edu/ods/](http://www.drexel.edu/ods/), 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY).

### ***Substance Abuse Policy***

Drexel University has established policies, rules, and regulations that proscribe the standards of conduct expected of students and members of the University community. This standard of conduct includes the prohibition of the use or the possession or dissemination of narcotics or other mind-altering drugs, other than those medically prescribed, properly used, and in the original container, by students or staff on University property or while on University business.

The University has established disciplinary proceedings for when a student is charged or violates the drug and alcohol control policies. However, when a student violates the drug and alcohol policies and is enrolled in a major that includes a clinical health care component in the curriculum, it is incumbent upon the officers and faculty of the College of Nursing and Health Professions to provide oversight and remedial action for such a serious act by the student.

All students must comply with Drexel University policies on alcohol and illicit drug use. These policies can be found in the Student Handbook online at: <http://www.drexel.edu/studentlife/studenthandbook/Handbook.html> under "Student Conduct and Community Standards Code of Conduct."

Furthermore, all students and all applicants who have confirmed acceptance in any of Drexel University College of Nursing and Health Professions programs that include a clinical health care component in its curriculum are required to have a standardized drug screen prior to entering the clinical environment.

Any unlawful possession, use, manufacture or distribution of controlled or illegal substances or alcohol by any student in the College enrolled in a program that includes a clinical health care component in its curriculum while on campus or at a clinical site shall be considered substance abuse or possible dependency and will constitute cause for termination from the program.

Reporting to class or clinical assignments under the influence of controlled substances or alcohol is also prohibited and will result in dismissal from the program. Students must also comply with all local, state or federal laws and regulations controlling the possession, manufacture, use or distribution of controlled or illegal substances and alcohol. A positive drug screen of an illegal substance (illegal substance or controlled substance without a prescription) or intoxication from alcohol will result in dismissal from the student's program of study.

### ***Psychiatric and Substance Use Disorders***

Given the official policy statement above The BHC program is encouraging of students in recovery from substance abuse and/or psychiatric disability. Persons in recovery have the potential to possess increased empathy and understanding for those who need their help. All students however, are held accountable for their behavior and are expected to be aware of their ability to effectively engage in educational activities and co-op experiences.

Students are expected to seek help for any behavioral health impairment or emotional problem that interferes with their ability to carry out their academic responsibilities. If you are concerned about your emotional health or substance use or you feel someone close to you may have a problem with alcohol and/or other drug use, you can contact the Counseling Center at 215-762-7625 or e-mail to [pg27@drexel.edu](mailto:pg27@drexel.edu) for confidential assistance. The Student Counseling Center, located on the 3rd floor of the Bellet Building, offers a variety of therapeutic and academic counseling services, free of charge, to Drexel University students. Center staff, are Ph.D. and master's level psychologists and provide professional, confidential assistance in a supportive atmosphere.

## **ACADEMIC RESOURCES**

### ***Center for Academic Success***

The Center for Academic Success provides free, comprehensive academic resources and support services for all students. Services include individual or small group tutoring for any course offered at the University, personalized study skill assistance and workshops, career advisement and English as a second language assistance. The Center also has an extensive collection of printed materials, videos, software and computer-assisted instruction. The Center is located in Suite 1602 on the first floor of the New College Building and is open weekdays from 8 a.m. to 5 p.m. For information, contact the Center at (215)762-8121 or access their website at [http://www.drexel.edu/cchc/studentlife/Departments/Academic\\_Success/](http://www.drexel.edu/cchc/studentlife/Departments/Academic_Success/)

## **Libraries**

The Drexel University Libraries <http://www.library.drexel.edu> support the mission of the University by providing students with the academic and scholarly resources and research skills necessary to become independent learners in a changing world. BHC students have access to the University's W. W. Hagerty Library located on the Main Campus at 33rd and Market Streets and the Center City Campus' Health Sciences Library located on the second floor of the New College Building at 15th and Vine Streets. The libraries have excellent electronic resources as well as a large collection of books and journals related to mental health and addictions.

Librarians work in partnership with faculty and students to assist them in accessing and interpreting information. The library staff will, upon request, present curriculum-related instruction in topics from basic library literacy, to database searching, to navigation of the Internet. Instructors may leave required or recommended books or articles in the Library's Reserve Collection for check-out by students. The following website contains a helpful guide to library services for new students - <http://www.library.drexel.edu/about/studentguide.html>

## **Computing Resources**

Drexel offers its students downloadable software through the computer marketplace [http://www.drexel.edu/irt/services/comp\\_mark/index.html](http://www.drexel.edu/irt/services/comp_mark/index.html) and wireless access to the internet on every campus. The Korman Computing Center and each library has a microcomputer center with almost 100 computers for students to do database and internet searches and use e-mail, word processing and spreadsheet applications. Since many of the BHC courses are enhanced with on-line learning activities, students are expected to learn how to use word-processing, view PowerPoint presentations and gain Internet access within their first quarter in the program.

## **Career/Graduate School Advisement and References**

Students are strongly encouraged to use the services of the Harold S. Steinbright Career Development Center located on the 2nd floor of the Bellet Building, (215-762-7577). The center offers a wide range of job seeking resources, including job openings, potential employers, and workshops. Visit their website at <http://www.drexel.edu/provost/scdc/index.html>

Students seeking references for employment or graduate school are encouraged to make requests of individual faculty members. Although faculty is not obligated to serve as a reference, most readily honor the request of a student who shows aptitude for further study or employment. The faculty member may ask the student provide information, such as a personal assessment of the student's own strengths, as part of the recommendation process. Faculty members have a professional obligation to be honest in their appraisal.

## **MISCELLANEOUS INFORMATION**

### **Emergency Messages**

In the event of an emergency, every effort will be made to reach a student in class. During day school hours, family and friends should contact the Academic Administrator at (215) 762-1942. During evening and Saturday school hours contact the security office at (215) 762-7110. Students are encouraged to share their schedule and class locations with others who may need to reach them.

## ***Delayed Opening / School Closing***

Extremely inclement weather or other emergencies may require a delayed opening or the closing of the University's Schools. To find out about a closing or delayed opening check:

- Drexel's website at <http://www.drexel.edu/univrel/snow/default.asp>
- Drexel's Weather Emergency Hotline at (215)762-UNIV (8648)
- listen to local radio stations, such as KYW 1016 AM

Radio code numbers for the University are:

- Day classes - #185
- Evening Classes - #2185

## **ALUMNI RESOURCES**

### ***Alumni Contact***

Alumni are encouraged to keep the program's Academic Administrator informed of changes in their address, phone numbers, and e-mail addresses, as well their professional activity, e.g., new job, advancement, awards, etc. This information helps us to not only keep in touch but to gain information about the long term educational and employment outcomes of our students.

Alumni can continue to use their Drexel e-mail account for two years post graduation. For a summary of all electronic services after graduation, see <http://www.drexel.edu/irt/policies/email.html#continue>. Also, investigate the services offered by the Office of Alumni Relations at <http://www.drexel.edu/ia/alumrel>, 1.888.DU.GRADS or send a message to [alumrel@drexel.edu](mailto:alumrel@drexel.edu).

### ***Alumni Support***

"Behavioral Health Matters" is a quarterly newsletter sponsored by the BHC department. This newsletter has the dual purpose of: (1) providing graduates and current student of the program with a voice as regards sharing information, opinions, and experiences related to behavioral health counseling, and (2) sharing information, online resources, and educational materials likely to be of interest to those working in a behavioral health setting. News items, online resources, and information about events related to behavioral health are always welcomed and can be emailed to: Dr. Robert Chapman, [rc49@drexel.edu](mailto:rc49@drexel.edu).

## Appendix A: Full-Time Student Suggested Plan of Study

| Academic Year | Fall Term         |         | Winter Term   |         | Spring Term   |         | Summer Term                  |         |
|---------------|-------------------|---------|---------------|---------|---------------|---------|------------------------------|---------|
|               | Course            | Credits | Course        | Credits | Course        | Credits | Course                       | Credits |
| Year 1        | ENGL 101          | 3       | ENGL 102      | 3       | ENGL 103      | 3       |                              |         |
|               | MATH 101          | 4       | MATH 102      | 4       | COM 230       | 3       |                              |         |
|               | PSY 101           | 3       | PSY 140       | 3       | PSY 240       | 3       |                              |         |
|               | ANTH 101          | 3       | SOC 101       | 3       | BACS 200      | 3       |                              |         |
|               | UNIV 101          | 1       | UNIV 101      | 1       | Free Elective | 3       |                              |         |
|               | Humanities Elect. | 3       | Free Elective | 3       |               |         |                              |         |
|               | Totals            | 17      | Totals        | 17      | Totals        | 15      | Totals                       | 0       |
|               |                   |         |               |         |               |         | Total Academic Year Credits: | 49      |

| Academic Year | Fall Term |         | Winter Term |         | Spring Term       |         | Summer Term                  |         |
|---------------|-----------|---------|-------------|---------|-------------------|---------|------------------------------|---------|
|               | Course    | Credits | Course      | Credits | Course            | Credits | Course                       | Credits |
| Year 2        | BACS 100  | 3       | BACS 230    | 3       | BACS 312          | 3       | Humanities Electi.           | 3       |
|               | BACS 220  | 3       | BACS 232    | 3       | BACS 325          | 3       | Free Elective                | 3       |
|               | BACS 236  | 3       | CS 161      | 4       | BACS 234          | 3       | Free Elective                | 3       |
|               | BIO 102   | 4       | BIO 104     | 3       | Humanities Elect. | 3       | Free Elective                | 3       |
|               | PHIL 101  | 3       | HIST 203    | 3       | Free Elective     | 3       | Free Elective                | 3       |
|               |           | Totals  | 16          | Totals  | 16                | Totals  | 15                           | Totals  |
|               |           |         |             |         |                   |         | Total Academic Year Credits: | 62      |

| Academic Year | Fall Term         |         | Winter Term   |         | Spring Term |         | Summer Term                  |         |
|---------------|-------------------|---------|---------------|---------|-------------|---------|------------------------------|---------|
|               | Course            | Credits | Course        | Credits | Course      | Credits | Course                       | Credits |
| Year 3        | BACS 301          | 3       | BACS 310      | 3       | COOP        |         | COOP                         |         |
|               | BACS 304          | 3       | SOC 250       | 3       |             |         |                              |         |
|               | BACS 320          | 3       | Free Elective | 3       |             |         |                              |         |
|               | Humanities Elect. | 3       | Free Elective | 3       |             |         |                              |         |
|               | Free Elective     | 3       | Free Elective | 3       |             |         |                              |         |
|               |                   | Totals  | 15            | Totals  | 15          | Totals  | 0                            | Totals  |
|               |                   |         |               |         |             |         | Total Academic Year Credits: | 30      |

| Academic Year | Fall Term     |         | Winter Term   |         | Spring Term   |         | Summer Term                   |            |
|---------------|---------------|---------|---------------|---------|---------------|---------|-------------------------------|------------|
|               | Course        | Credits | Course        | Credits | Course        | Credits | Course                        | Credits    |
| Year 4        | BACS Elective | 3       | BACS 405      | 3       | BACS 255      | 3       |                               |            |
|               | Free Elective | 3       | BACS 490      | 3       | BACS 401      | 3       |                               |            |
|               | Free Elective | 3       | BACS Elective | 3       | BACS 499      | 3       |                               |            |
|               | Free Elective | 3       | BACS Elective | 3       | BACS Elective | 3       |                               |            |
|               |               |         |               |         | BACS Elective | 3       |                               |            |
|               | Totals        | 12      | Totals        | 12      | Totals        | 15      | Totals                        | 0          |
|               |               |         |               |         |               |         | Total Academic Year Credits:  | 39         |
|               |               |         |               |         |               |         | <b>Grand Total of Credits</b> | <b>180</b> |

## Appendix B: Full-Time Day-Student Term Master Schedule 2009-2010

| Fall 2009  | Winter 2010  | Spring 2010   |
|--|--|---|
| <b>BACS 100 Life-Span Human Dev.</b><br>- Council, Online                      | <b>BACS 200 Foundations of Beh. Health</b><br>- Comer, Wednesday 4-6:50 PM   | <b>BACS 200 Foundations of Beh. Health</b><br>- Comer, Friday 9-11:50 AM    |
| <b>BACS 220 Counseling Theory &amp; Pract.</b><br>- Comer, Thursday 9-11:50 AM | <b>BACS 232 Ethics and Prof Resp.</b><br>- Chapman, Monday 9-11:50 AM        | <b>BACS 255 Multicult. Counseling</b><br>- Chapman, Monday 9-11:50 AM       |
| <b>BACS 236 Psych Rehab Prin. &amp; Pract.</b><br>- Schmidt, Monday 1-3:50 PM  | BACS 420 Psych Rehab Competencies<br>- Schmidt, Wednesday 1-3:50 PM          | BACS 312 Case Management Methods<br>- Council, Online                       |
| <b>BACS 234 Intro to Addictive Dis.</b><br>- Chapman, Tuesday 1-3:50 PM        | <b>BACS 310 Recov. &amp; Relapse Preven.</b><br>- Schmidt, Monday 4-6:50 PM  | <b>BACS 325 Psychopharm. for Couns.</b><br>- Schmidt, Tuesday 1-3:50 PM     |
| <b>BACS 301 Group Counseling I</b><br>- Schmidt, Tuesday 1-3:50 PM             | BACS 412 Group Counseling II<br>- Comer, Tuesday 1-3:50 PM                   | <b>BACS 401 Assess. &amp;Tx Planning</b><br>- Chapman, Wednesday 9-11:50 AM |
| <b>BACS 304 Cog. Beh. Counseling I</b><br>- Chapman, Wednesday 9-11:50 AM      | BACS 404 Cog. Behavioral Counseling II<br>- Chapman, Tuesday 9-11:50 AM      | BACS 411 Forensic MH Services<br>- Holt, Tuesday 4-6:50 PM                  |
| <b>BACS 320 Crisis &amp; Brief Interv.</b><br>- Comer, Thursday 4-6:50 PM      | <b>BACS 230 Genetics &amp; Mental Health</b><br>- Comer, Thursday 9-11:50 AM | BACS 414 Co-occurring Disorders<br>- Schmidt, Monday 1-3:50 PM              |
| BACS 350 Child Psychopathology<br>- Schmidt, Wednesday 4-6:50 PM               | <b>BACS 405 Family-Focused Interv.</b><br>- Schmidt, Thursday 1-3:50 PM      | BACS 410 Child & Adolesc. Supp. Serv<br>- Schmidt, Thursday 1-3:50 PM       |
| BACS 367 Addict Counseling Interv.<br>- Chapman, Tuesday 9-11:50 AM            | BACS 368 Addict Couns w/ Special Pop.<br>- Chapman, Wednesday 9-11:50 AM     | BACS 499 Readings in Beh. Health<br>- All, Independent Study                |
|  | <b>BACS 490 Senior Research Project –</b><br>Comer, Monday 1-3:50 PM         | <b>BACS 234 Intro/Addict Disorders</b><br>- Chapman, Wednesday 1-3:50 PM    |
|  |  | BACS 370 Problem Gambling Intervent.<br>- Comer, Thursday 1-3:50 PM         |

Note: Courses in **bold type** are core courses. In each row of this schedule, courses are offered as a three part sequence.

## Appendix C: Saturday Scholars Plan of Study

### Saturday Scholars - Fall Cohort

| Year 1 | Fall Term |         | Winter Term |         | Spring Term |         | Summer Term |                              |    |
|--------|-----------|---------|-------------|---------|-------------|---------|-------------|------------------------------|----|
|        | Course    | Credits | Course      | Credits | Course      | Credits | Course      | Credits                      |    |
| Term A | BACS 100  | 3       | BACS 234    | 3       | BACS 350    | 3       | BACS 301    | 3                            |    |
|        | BACS 200  | 3       | BACS 255    | 3       | BACS 236    | 3       | BACS 410    | 3                            |    |
| Term B | BACS 220  | 3       | BACS 232    | 3       | BACS 405    | 3       | BACS 412    | 3                            |    |
|        | BHC 210   | 3       | BACS 325    | 3       | BACS 420    | 3       | BACS 401    | 3                            |    |
| Totals |           | 12      | Totals      |         | 12          | Totals  |             | 12                           |    |
|        |           |         |             |         |             |         |             | Total Academic Year Credits: | 48 |

| Year 2 | Fall Term |         | Winter Term |         | Spring Term |         | Summer Term |                               |           |
|--------|-----------|---------|-------------|---------|-------------|---------|-------------|-------------------------------|-----------|
|        | Course    | Credits | Course      | Credits | Course      | Credits | Course      | Credits                       |           |
| Term A | BACS 304  | 3       | BACS 411    | 3       | BACS 390    | 3       | BACS 370    | 3                             |           |
|        | BACS 312  | 3       | BACS 310    | 3       | BACS 367    | 3       | BACS 499    | 3                             |           |
| Term B | BACS 404  | 3       | BACS 230    | 3       | BACS 490    | 3       |             |                               |           |
|        | BACS 320  | 3       | BACS 368    | 3       | BACS 414    | 3       |             |                               |           |
| Totals |           | 12      | Totals      |         | 12          | Totals  |             | 6                             |           |
|        |           |         |             |         |             |         |             | Total Academic Year Credits:  | 42        |
|        |           |         |             |         |             |         |             | <b>Grand Total of Credits</b> | <b>90</b> |

### Saturday Scholars - Winter Cohort

| Year 1 | Winter Term |         | Spring Term |         | Summer Term |         | Fall Term |                              |    |
|--------|-------------|---------|-------------|---------|-------------|---------|-----------|------------------------------|----|
|        | Course      | Credits | Course      | Credits | Course      | Credits | Course    | Credits                      |    |
| Term A | BACS 100    | 3       | BACS 234    | 3       | BACS 301    | 3       | BACS 304  | 3                            |    |
|        | BACS 200    | 3       | BACS 255    | 3       | BACS 410    | 3       | BACS 312  | 3                            |    |
| Term B | BHC 210     | 3       | BACS 325    | 3       | BACS 412    | 3       | BACS 404  | 3                            |    |
|        | BACS 220    | 3       | BACS 232    | 3       | BACS 401    | 3       | BACS 320  | 3                            |    |
| Totals |             | 12      | Totals      |         | 12          | Totals  |           | 12                           |    |
|        |             |         |             |         |             |         |           | Total Academic Year Credits: | 48 |

| Year 2 | Winter Term |         | Spring Term |         | Summer Term |         | Fall Term |                               |           |
|--------|-------------|---------|-------------|---------|-------------|---------|-----------|-------------------------------|-----------|
|        | Course      | Credits | Course      | Credits | Course      | Credits | Course    | Credits                       |           |
| Term A | BACS 411    | 3       | BACS 350    | 3       | BACS 390    | 3       | BACS 370  | 3                             |           |
|        | BACS 310    | 3       | BACS236     | 3       | BACS 367    | 3       | BACS 499  | 3                             |           |
| Term B | BACS 230    | 3       | BACS405     | 3       | BACS 490    | 3       |           |                               |           |
|        | BACS 368    | 3       | BACS420     | 3       | BACS 414    | 3       |           |                               |           |
| Totals |             | 12      | Totals      |         | 12          | Totals  |           | 6                             |           |
|        |             |         |             |         |             |         |           | Total Academic Year Credits:  | 42        |
|        |             |         |             |         |             |         |           | <b>Grand Total of Credits</b> | <b>90</b> |

Note: AM courses are held from 8:00–11:50 and PM courses are held from 1:00-4:50

## Appendix D: Saturday Scholars Term Master Schedule 2009-2010

Note: AM courses are held from 8:00–11:50 and PM courses are held from 1:00-4:50

| Term Master Schedule 2009-2010 |   |                  |   |
|--------------------------------|---|------------------|---|
| Fall A<br>2009                 | BACS 100-Life-Span Human Development - AM<br>BACS 304-Cognitive Behavioral Counseling - AM<br>BACS 370-Problem Gambling - AM            | Fall B<br>2009   | BACS 220-Couns. Theory & Practice - AM<br>BACS 404-Cognitive Beh. Couns. II - AM  |
|                                | BACS 200-Foundations of Beh. Hlth Care - PM<br>BACS 312-Case Management Methods - PM<br>BACS 499-Readings in Behavioral Health          |                  | BHC 210-Behavioral Disorders - PM<br>BACS 320-Crisis & Brief-Interven. Couns - PM   |
| Winter A<br>2010               | BACS 100-Life-Span Human Development - AM<br>BACS 234-Intro to Addictive Disorders - AM<br>BACS 411-Forensic Beh. Health Services - AM  | Winter B<br>2010 | BACS 232-Ethics & Prof Resp. - AM<br>BACS 230-Genetics & Mental Health - AM<br>BHC 210- Behavioral Disorders - AM         |
|                                | BACS 255-Multicultural Couns Perspec. - PM<br>BACS 200-Foundations of Behav Hth Care - PM<br>BACS 310-Recov & Relapse Prev Methods - PM |                  | BACS 325-Psychopharm.for Couns - PM<br>BACS 368-Addictions Couns / Sp. Pops - PM<br>BACS 220-Couns Theory & Practice - PM |
| Spring A<br>2010               | BACS 350-Child Psychopathology - AM<br>BACS 390-Preventing Beh. Health Disorders-AM<br>BACS 234-Intro to Addictive Disorders - AM       | Spring B<br>2010 | BACS 405-Family-Focused Interven. - AM<br>BACS 490-Senior Research Project - AM<br>BACS 325-Psychopharm. for Couns - AM   |
|                                | BACS 236-Psych. Rehab Princ & Pract - PM<br>BACS 367-Addictions Couns. Interven. - PM<br>BACS 255-Multicultural Couns Perspec. - PM     |                  | BACS 420-Psych. Rehab Comp. - PM<br>BACS 414-Co-occurring Disorders - PM<br>BACS 232-Ethics & Prof Responsibility - PM    |
| Summer A<br>2010               | BACS 301-Group Couns. - AM<br>BACS 370-Problem Gambling Interv. - AM<br>BACS 390-Preventing Beh. Health Dis.-AM                         | Summer B<br>2010 | BACS 412-Group Counseling II - AM<br>BACS 490-Senior Research Project - AM  |
|                                | BACS 499-Readings in Behavioral Health<br>BACS 410-Child & Adoles. Support Servs-PM<br>BACS 367-Addictions Couns.Interventions - PM     |                  | BACS 401-Assess. & Tx Planning - PM<br>BACS 414-Co-Occuring Disorders - PM  |

## Appendix E: Requirements for the Minor

### Addictions Counseling Minor 24 credits

#### **5 required courses**

BACS 220 Counseling Theory and Practice  
 BACS 234 Introduction to Addictive Disorders  
 BACS 310 Recovery & Relapse Prevention  
 BACS 304 Cognitive-Behavioral Counseling I  
 BACS 367 Addictions Counseling Interventions

#### **Electives - choose 3**

BACS 232 Ethics & Prof Responsibility  
 BACS 255 Multicultural Counseling Perspectives  
 BACS 301 Group Counseling I  
 BACS 312 Case Management Methods  
 BACS 325 Psychopharmacology for Counselors  
 BACS 368 Addictions Counseling-Special Pops.  
 BACS 370 Gambling Addictions  
 BACS 401 Assessment & Treatment Planning  
 BACS 404 Cognitive Behavioral Counseling II  
 BACS 412 Group Counseling II  
 BACS 414 Co-occurring Disorders

### Psychiatric Rehabilitation Minor 24 credits

#### **5 required courses**

BACS 220 Counseling Theory and Practice  
 BACS 236 Psychiatric Rehab. Princ.& Practices  
 BACS 420 Psychiatric Rehab. Competencies  
 BACS 325 Psychopharmacology for Counselors  
 BACS 320 Crisis & Brief-Intervention Counseling

#### **Electives - choose 3**

BACS 200 Foundations of Beh. Health Care  
 BACS 230 Genetics and Mental Health  
 BACS 234 Introduction to Addictive Disorders  
 BACS 255 Multicultural Counseling Perspect.  
 BACS 301 Group Counseling I  
 BACS 304 Cognitive-Behavioral Counseling I  
 BACS 401 Assessment & Treatment Planning  
 BACS 411 Forensic Behavioral Health Services  
 BACS 404 Cognitive Behavioral Counseling II  
 BACS 405 Family Focused Intervention  
 BACS 412 Group Counseling II  
 BACS 414 Co-occurring Disorders

## Appendix F: Writing Skills Resources for BHC Students

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Writing is a counseling skill. As much as counselors may want to believe otherwise, counselors must be able to write clearly and effectively in order to be taken seriously as professionals. As a counselor, your writing will be reviewed by other professionals examining your records, such as referral sources that receive intake summaries, criminal justice professionals looking for evaluations, and the medical community as it examines assessment reports or discharge summaries.

Sentence structure (or syntax), grammar, and spelling are as important to counseling as theory and technique. It is the written word that enables the behavioral health counselor to record the services provided to a client and to document the assessment of that client that warrants counseling services. It is also the counselor's skill as a writer that enables him or her to organize a client's treatment in such a way that a future counselor can step in and provide meaningful care to the client in the counselor's absence.

As with all skills, it is practice that enables the counselor to develop and perfect his or her proficiency as a writer. Students of counseling need to practice these skills as surely as they need to apply the theory and technique that they learn in the classroom.

Below you will find a list of resources at Drexel and on the Internet that can help you improve your writing skills. Remember that there are few things you will do as a behavioral health counseling student that will not require writing, so use these instances as opportunities for improving your writing. From composing emails to submitting classroom assignments, each and all of these activities present you with the opportunity to practice your writing. What you want to consider is if what you are practicing is effective writing. Just writing more isn't enough. It is writing, soliciting feedback about what you have written, and then practicing the changes that are suggested that will help you improve.

### **On campus Resources:**

The Writing Center - <http://www.drexel.edu/writingcenter/>

Library Citation Style Resources - <http://www.library.drexel.edu/resources/tutorials/citations.html>

Contact Info for Library Services - <http://www.library.drexel.edu/about/contactus.html>

### **Online Resources:**

*Grammar Check:* This is a comprehensive tutorial on grammar with beginner, intermediate, and advances resources. Visit <http://www.grammarstation.com/grammarguide/>

*The Homework Center Writing Skills* resource: This is designed for high school students, but do not let that deter you from visiting its useful and easy to follow archive of suggestions and tips. Visit <http://www.infoplease.com/homework/writingskills1.html>

*Better Writing Skills* online workshop: A collection of eBooks, actually PDF files on writing and developing one's skills as a writer. Visit <http://www.betterwritingskills.com/>

*The UnHandbook:* This is an interactive, online workshop on writing. It is interesting and worth a "look": Visit <http://www.wonderfulwritingskillsunhandbook.com/>

## Writing Tips:

There is no substitute for writing in order to become a better writer. Here are some simple suggestions that you can easily implement in order to perfect your skills as a writer:

- Keep a journal/log → This does not have to become a chronicle of your deepest darkest secrets. It can just be a simple archive of what you did each day. Remember: The purpose is to perfect your writing skills. You can write to yourself and then evaluate how well written your entries are. The journal will also become something of an archive of your progress;
- Join a listserv discussion group—and no, I did not misspell *listserv*. That is how the software that runs the online discussion group is spelled. If you would like suggestions of counseling related listservs, visit [http://www.lsoft.com/lists/list\\_q.html](http://www.lsoft.com/lists/list_q.html) and search by whatever term(s) you would like;
- Whenever you write something, anything, read it out loud. This may sound silly, but you will be surprised how many errors in syntax, that is structure and flow, you will uncover;
- Ask a friend or colleague to proofread your writing. If a friend has decided to embark on a quest to develop writing skills with you, agree to write weekly essays or perhaps letters, and critique each other's writing;
- Read! The best way to learn how to write more effectively is to read effective writing. This does not have to be intellectual reading; it can be popular fiction or just about anything read for recreational enjoyment;
- If you subscribe to a newsletter, write an editorial or a letter to the editor.

In closing, here is a humorous list of tips for “what not to do in writing;” enjoy.

HOW TO WRITE GOOD By Sally Bulford (reprinted without permission from somewhere)

1. Avoid alliteration. Always.
2. Prepositions are not words to end sentences with.
3. Avoid clichés like the plague. (They're old hat.)
4. Employ the vernacular.
5. Eschew ampersands & abbreviations, etc.
6. Parenthetical remarks (however relevant) are unnecessary.
7. It is wrong to ever split an infinitive.
8. Contractions aren't necessary.
9. Foreign words and phrases are not apropos.
10. One should never generalize.
11. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
12. Comparisons are as bad as clichés.
13. Don't be redundant; don't use more words than necessary; it's highly superfluous.
14. Be more or less specific.
15. Understatement is always best.
16. One-word sentences? Eliminate.
17. Analogies in writing are like feathers on a snake.
18. The passive voice is to be avoided.
19. Go around the barn at high noon to avoid colloquialisms.
20. Even if a mixed metaphor sings, it should be derailed.
21. Who needs rhetorical questions?
22. Exaggeration is a billion times worse than understatement.

## Appendix G: Classroom Conduct and Expectations

Classes in this program are intended to help prepare people for careers as behavioral health care professionals. As such, we expect all BHC students to conduct themselves accordingly. How you choose to come to class with respect to preparedness and a willingness to fully participate, and how you conduct yourself in interpersonal communication with other class members and the instructor are all reflective of your potential for professional growth and development. At the most basic level it is expected that all BHC students...

- ...Will be attentive and courteous in their interactions with others during class.
- ...Will complete all assigned work according to the course syllabus schedule, and
- ...Will do all their own work and will not present anyone else's work as their own.

### More specific principles of appropriate classroom conduct include:

- Attending all classes on time. If you ever are late for class, enter in complete silence and do not walk between the class and the professor.
- Refraining from talking with classmates while the professor, or another student who has the floor, is talking. Failure to do so is both rude and unprofessional.
- Turning off cell phones, pagers and similar electronic devices prior to the beginning of a class. Exceptions are to be made with the instructor before class begins.
- Full class participation means staying alert and attentive to the instructor and classmates. If you cannot stay awake, you should not be taking a college class.
- Coming to class *prepared* to work. Bring writing materials and other necessary instructional material with you, such as your textbook, workbook, etc. Purchase all such material at the beginning of the semester. It is a waste of money to pay for a class and then not buy the books you will be reading. Your professor expects you to obtain all necessary materials in order to succeed in the course. Your professor also expects you to prepare for class by completing reading and homework assignments. If you are unprepared for class, this will prevent you from participating in a class activity. *Do not present your lack of preparation as a problem for the professor to solve or excuse.*
- Reading and following the course syllabus is essential. Submit work and take tests on schedule. Professors are required to evaluate all students in a course under the same standards. If you miss a test or fail to turn in work on time, you may not have the opportunity to make it up, because that might give you an advantage not available to the entire class. For such exceptions to be granted it is the student's responsibility to have made prior arrangements with the instructor.
- While in class, students are expected to participate actively in discussions or other activities as they are introduced. You will encounter fellow students with whom you disagree and you will enter into discussions in which opinions expressed by others will conflict with your currently held beliefs. Your professional development challenge is to use interpersonal communication skills effectively in exploring differing views than your own. Our classrooms are not arenas for conducting contests to see who is right and who is wrong. Engaging in interactions with others as if it were a contest you must win, or as if your opinion must prevail over others, is directly antithetical to the acquisition of accepted professional counseling skills you should be learning in this program.
- If you bring your own laptop or similar computer device to class, do not use it in class without prior approval by the professor for class purposes.

Students who demonstrate difficulty in following these expectations will be brought to the attention of the BHC Department Chair in order to ascertain the usefulness of their continuing in the program.

## Appendix H: Recommendations for Interacting with Drexel's Student Resource Center

These recommendations will assist you in obtaining the information you need to resolve financial aid and/or billing problems. The Behavioral Health Counseling (BHC) program cannot directly resolve such problems. However, we are interested in helping to make sure that you receive the services you need from either the Financial Aid office or the Bursars office (for billing issues). By following the recommendations below, you will be assisting these offices to better serve you.

- We recommend that you use e-mail as a preferred means for communicating your concerns. By using e-mail you gain a number of helpful advantages:
  1. You can take the time you need to carefully and fully spell out and clarify the issues specific to your problem. Phone calls often result in needed information being left out and/or being misinterpreted.
  2. E-mails may result in faster responses to your questions or problems.
  3. E-mail makes certain that the office you contact has the correct spelling of your name and your correct student ID number. You should also specify in which BHC program you are enrolled: Center City, Saturday Scholars or the Harrisburg program.
  4. You will have a record of exactly what you requested of the Bursar's or Financial Aid office and their written responses, which may be useful to you if needed for later reference.
  5. You can "CC" a copy of your e-mail to the BHC academic Administrator - Nichelle Gladden at [Nichelle@drexel.edu](mailto:Nichelle@drexel.edu). This will allow her to track your contacts to either the Bursar or the Financial Aid Offices. With copies of your correspondence, we can better assist if you want to report any problems in getting needed service to us (see last recommendation below).
  6. You can also forward to [Nichelle@drexel.edu](mailto:Nichelle@drexel.edu) any e-mails you receive in response to your requests for help with billing or financial aid problems so we can track your success in getting the help you request.
- For problems with your student accounts bill, e-mail the Bursar's Office at [Bursar@drexel.edu](mailto:Bursar@drexel.edu). If you need to call the Bursar the number is 215-762-7298.
- For problems with financial aid you may do the following:
  - **Visit the Financial Aid Office in person at 245 N. 15<sup>th</sup> Street, New College Building, 1st Floor, Room 1142. (Highly recommended)**
  - Visit the Financial Aid website at <http://www.drexel.edu/financialaid/>.
  - E-mail the Financial Aid Office at [finaid@drexel.edu](mailto:finaid@drexel.edu).
  - If you're a prospective/non-confirmed student, call 1-877-DREXEL-5 (1-877-373-9355).
  - If you're a current student, call 215-895-2537.
- When contacting these offices by phone instead of e-mail, you should always have pencil and paper ready in order to record all information you are given. Write down the date and time of any contacts you have with the Bursar's or Financial Aid Offices and the names of the representatives with whom you speak.
- Whether e-mailing or phoning, it is important that you fully understand any directions given to you by representatives from these offices. Write down what they say. Make sure you follow their directions in a timely way. Compliance with these directions can be critical in resolving your billing or financial aid problems. Make sure if someone tells you that they will get back to you with information or will send information to you that you have a date for when the next contact is supposed to take place.

Finally, if you are running into problems in getting the help you need, we can only assist if you e-mail [Nichelle@drexel.edu](mailto:Nichelle@drexel.edu) with the specifics of the problems you are encountering. We need a written record of the problem you are encountering in order to advocate on your behalf.