

**DERRICK E. CRIM**  
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### **Research Interests**

Spiritual Resiliency, Spirituality on Health Research

### **Education**

University of St. Thomas, Minneapolis, MN  
Doctorate in Leadership (Ed.D.) / UST School of Education. Focusing on Leadership, Policy, and Administration, this program integrates theory with practicum in a cross-professional model including ministry, utilizing research, organizational development, and critical analysis. May 2013

St. Paul Seminary School of Divinity, St. Paul, MN  
Masters in Pastoral Ministry (MAPM). This program develops a level of spiritual maturity that fosters healthy ministerial leadership and service. Develops pastoral skills for ministry, which are grounded in theological study. May 2016

Hazelden Graduate School of Addiction Studies, Center City, MN  
MA – Master of Arts: Addiction Studies and Counseling, August 2006

Metropolitan State University, St. Paul, MN  
BA – Bachelor of Arts: Human Services, 1997

### **Publications**

Crim, Derrick E. (2023, November) “*Pedagogies for Diverse Learners: Tools for Discovery and Development.*” Chapter 4, Publisher: Rowman & Littlefield, Lanham.

Crim, Derrick E. (2017, June) “A Phenomenological Study of Stress and Burnout Experienced by Licensed Alcohol and Drug Counselors.” *The Counselor Magazine*, volume 18, pp. 37-40.

Crim, Derrick E. (1996, September) “Why more Young People are Using Drugs.” *Jet Magazine*.

### **Conference Presentations**

2019. Crim, Derrick. "The Black Church: The Sustaining Protective Factor." *Saving Our Communities: Conference on Opioid Use among Black Minnesotans*. St. Paul, MN.

2019. Crim, Derrick. "Institutionalizing Equity in Higher Education: Emerging Models for Retention and Recruitment of Indigenous Faculty and Faculty of Color." *Keeping our Faculty VIII Power, Policy, and Academic Freedom*. University of Minnesota. Minneapolis, MN.

2017. Crim, Derrick. "A Phenomenological Study of Stress and Burnout Experienced by Licensed Alcohol and Drug Counselors (LADC)." *The 29th Annual Ethnographic and Qualitative Research Conference (EQRC)*. Las Vegas, NV.

2017. Crim, Derrick. "A Phenomenological Study of Stress and Burnout Experienced by Licensed Alcohol and Drug Counselors (LADC)." *National Association of Addiction Professionals (NAADAC) Annual Conference*. Denver, CO.

### **Teaching Experience**

**Metropolitan State University, St. Paul, Minnesota**

**Associate Professor**

**HSCD 400 Best Practices in Drug and Alcohol Counseling 2015 – present**

This course's goal is to improve outcomes in the practice of alcohol and drug counseling by linking scientific research to treatment practice. As such, the course explores current best practices in alcohol and drug counseling, such as transtheoretical stages of change, motivational enhancement techniques, and so on. The student also selects, researches, and completes a study project, which explores an evidence-based approach to alcohol and drug counseling, in depth. Counseling skills are practiced in this course.

**HSCD 450 Senior Seminar: Alcohol and Drug Counseling 2016 – present**

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This course is the culminating experience for seniors, who are majoring in alcohol and drug counseling. In this course students reflect on their academic course of study and demonstrate the relationship between what they have learned and how they apply this to the professional practice of alcohol and drug counseling. In addition, students analyze and explore agency management systems which complement their practice of alcohol and drug counseling.

**HSCD 602 Advanced Motivational Interviewing: Practice and Supervision 2016 – 2021**

This course focuses on motivational interviewing (MI) skills. Students consider the theory, research base and practice of MI. Building on this

knowledge, students are guided through practice exercises and skill-building sessions. These include recording and coding of mock counseling sessions, which are designed to build student proficiency in utilization of this key component of alcohol and drug counseling.

**HSCD 308 Adolescent Substance Use Disorders** **2011 - 2017**

This course explores the bio-psycho-social developmental issues and tasks of adolescence, substance use trends, risk and protective factors and recognition of the signs of potential substance abuse problems. Methods of screening, assessing and treating adolescents and how to involve the family and other collaterals in the treatment process are addressed. Interventions and approaches that are identified as "best practices" are emphasized. Legal and ethical issues of screening, assessing and treating teens are addressed.

**HSCD 300 Introduction to Substance Use Disorders** **2013 - 2016**

This course is designed to be an overview of the practice of Alcohol and Drug Counseling. It covers the main theories or models which explain what chemical dependency is. It also provides a survey of the practice of alcohol and drug counseling, including history, licensure requirements, 12 core functions, continuum of services, culture, evidence-based practices, laws, ethics and professionalism.

**HSCD 611 Culturally Responsive and Anti-Oppressive Practice 2017 - 2017**

In this course, students engage in thoughtful dialogue regarding issues of race, class, language and immigrant status in the provision of alcohol and drug counseling and co-occurring disorders counseling services. The course places the interplay of racism, classism and addiction in its historical context, and considers how institutionalized race and class privilege manifest in current research and treatment gaps and law enforcement biases. Attention is given to the intersectionality of racism and classism with other forms of oppression, such as those based on sex, sexual and gender identity and ability. Students examine their own preconceptions and points of privilege, and evaluate methods of bridging service gaps through incremental and systemic change. Students also consider power structures in helping relationships, with the goal of creating egalitarian and empowering practices in alcohol and drug counseling and co-occurring disorders counseling.

**HSCD 681 Practicum I** **2017-2018**

This series provides students with opportunities to demonstrate the advanced knowledge and skills acquired during their academic coursework and practice by implementing them in clinical or community-based settings. The practicum series requires students to demonstrate advanced competence in alcohol and drug counseling and co-occurring disorders counseling. Students find placement in settings that provide opportunities for multicultural applications of evidence-based practices. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting.

**HSCD 681          Practicum II****2017-2018**

This series continues the practicum program begun in HSCD 681, and fosters greater independence in utilizing the advanced knowledge and skills acquired during their academic coursework. Students continue under site and faculty supervision as they take on advanced intern-level duties in clinical or community-based settings. Field placements allow students to complete the internship hours required for licensure as both alcohol and drug counselors and professional counselors in Minnesota, while obtaining essential mentorship and networking for employment in the field following completion of graduate studies. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting.

**Indiana Wesleyan University (IWU), Marion, IN****Adjunct Online Faculty****IWU Undergraduate Instruction****BACO24 ADC-330 Counseling Addiction/Dysfunction Family Systems 2015 - present**

The course is intended to familiarize the student with a systems view of substance abuse and family life. Students will compare and contrast individual and systemic orientations to assessments, case conceptualization, and intervention. Students will learn the essential characteristics of working systemically as well as the advantages and disadvantages of this approach. This course will address common relational patterns in substance dependent families, systemic approaches to facilitating change, and recovery as a developmental process. Students will examine the various schools of family therapy and the importance of cultural competence.

**BACO28 ADC-212 Psychopharmacology****2015 - present**

This course is intended to introduce the student to drug administration, absorption, movement, and drug-receptor interactions. Students will learn the psychoactive properties of each class of psychoactive drugs including the respective withdraw abstinence syndromes. Students will become familiar with current research in regard to biochemical abnormalities and their proposed role in behavioral disorders. Students will also become familiar with the etiology and treatment of co-occurring disorders. The course will also provide an overview of clinical practice guidelines for treating psychological and substance use disorders, including the use, strengths and limitations of pharmacologic treatments.

**BACO31 ADC-471 Practicum I****2015 - present**

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of

screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458.

### **BACO31 ADC 472 Practicum II**

**2015 - present**

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). By the end of ADC-472, students must have completed at least 160 practicum hours in order to continue on to the next practicum course. Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458. Pre-requisite: ADC-471

### **BACO31 ADC 473 Practicum III**

**2015 - present**

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458. Pre-requisite: ADC-472

### **BACO31 ADC 473 Practicum IV**

**2015 - present**

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students

must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458. Pre-requisite: ADC-473

**BHSO18 ADC-210 Addictions Theory**

**2015 - present**

This course is intended to introduce the student to the major theories of addiction and compulsive behaviors. Students will consider addictions and case examples from a variety of theoretical perspectives. In addition to the substance addiction, this course will introduce the following topics: eating disorders, sexual compulsivity, and pathological gambling. This course will examine addictions from biological, psychological, social and spiritual domains. Additionally, individual, family, and cultural perspectives will be explored. This course will emphasize familiarity with the current research in the addictions counseling field.

**BHSO18 ADC-310 Addictions Counseling Skills**

**2015 - present**

This course is designed to familiarize the student with the eight practice dimensions necessary for effective performance as an addictions counselor: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family and community education; documentation; and professional and ethical responsibilities. These dimensions along with their associated 12 core competencies, as defined by the Substance Abuse and Mental Health Services Administration (SAMHSA), are the established national standards for addiction counseling practice. These standards are also utilized by state and national addictions counselor certification/license examinations. In this course, the student will develop entry level knowledge and skills across the eight practice dimensions that will help ready them for entering the addictions counseling field. Considerable emphasis will be placed on evidenced-based practices.

**BSPO07 PSY-415-01A Organizational Psychology**

**2015 - present**

This course focuses on the improvement of effective workplace relationships through assessment and interventions. Topics include the role of human resources, professional administration, marketing, consulting, training and development, and ethical leadership.

**BACO43 ADC-202-01A Principles Addictions Counseling**

**2015 - present**

The course provides an overview of addictions counseling, explores interpersonal and group interaction skills, and enhances personal and professional development as an addictions counselor. Specific content will include personality testing, goal setting, principles of life calling, prioritizing, and time-management. The remainder of the course will address major concepts in addictions counseling balanced by a Christian understanding of the human condition.

**BHSO24 PSY-366-01A Psychology of Abnormal Behavior**

**2015 - present**

Systematic study of behavior pathology with special reference on forms of abnormal behavior, etiology, dynamics, and treatment.

**IWU Graduate Instruction**

**PSY-520 Lifespan Development****2019 (January) - present**

This course examines theories of cognitive, affective, social, spiritual, and moral development across the lifespan. The impact of ethnic, gender, and cultural factors on development will also be explored. Human flourishing is discussed as the optimal goal of achieving developmental milestone growth within the context of positive cognitions, emotions, and relationships. Strategies for facilitating development and wellness across the lifespan are addressed.

**PSY-525 Theories of Personality Development****2019 (January) - present**

This course takes a deeper look at the theoretical frameworks in psychology that are used to understand personality development. An overview of major personality theories with regard to their development, philosophical assumptions, theoretical concepts, and their implications in work with individuals in a variety of settings is explored. This course also emphasizes the formation and maintenance of positive intra and interpersonal relationships.

**PSY-535 Research Methods in Psychology****2019 (January) - present**

Students will learn about experimental and non-experimental design and the differences between quasi-research and professional research in psychology. Students will have the opportunity for writing a literature review based upon the current, professional research

**PSY-540 Psychopathology and Emerging Trends****2019 (January) - present**

This course will provide an in-depth review of a broad spectrum of psychopathological conditions. The emphasis of this course will be on contrasting different theoretical perspectives and exploring emerging trends related to psychopathology, well-being, and the field of positive psychology

**PSY-545 Foundations of Interviews and Interventions****2019 (January) - present**

Foundations of Interviews and Interventions provides students the opportunity to apply foundational principles in contemporary positive psychology to the interview and intervention process in order to promote well-being in individuals, family systems, and the workplace. Prerequisite: PSY-540

**PSY-561 Research in Positive Psychology and Life Coaching****2019 (January) - present**

An exploration of research to support the deeper understanding and more effective cultivation of well-being and human flourishing with an emphasis on the practice of life coaching. Students will conduct literature searches and read peer-reviewed articles on their capstone topics in positive psychology and life coaching. Prerequisite: Completion of all core courses.

**St. Paul Seminary and School of Divinity, St. Paul, MN****Adjunct Faculty****DVPH 800 (Co-taught w/ Dr. Christopher Thompson) - Thomistic Epistemology: Cultural Empathy & Identity – Spring 2021**

This topics course provides a special focus on the self-knowledge into which Thomistic Epistemology invites us. Special attention is given both to the anthropological presuppositions and ethical implications of St. Thomas' account of knowing on the part of the human person. Understanding truth as the "adequation of the mind to reality" and the relevance of the "infinite desires to know and love" therein, students will employ Thomistic principles of insight and analysis to the particular issues of developing an appropriate empathy with others in diverse social contexts and securing a deeper self-understanding of their own gifts as disciples.

**Hazelden Graduate School of Addiction Studies, Center City, MN. Adjunct Professor 2009- 2009**

**CPC 604 - Multicultural Counseling**

Theoretical and skill development **course** for counselors, educators and clinicians to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to effectively work with and relate to ethnically and culturally diverse clients

**Professional Experience**

**Metropolitan State University**, Associate Professor, Human Services department, Program Director, undergraduate Alcohol and Drug Counseling Program, oversee curriculum development; planning of program organization from start to completion, current.

**On-line Faculty, Indiana Wesleyan University**, Undergraduate and Graduate Courses: Masters in Psychology program, Dysfunctional Family Systems; Psychopharmacology, Practicum, Abnormal Psychology, Addition Theory - January 2015 - current

**Spiritual Care Professional**, Hazelden Betty Ford Foundation, (on-call) July 2016 – Present. Promote the spiritual dimensions to people with addiction through spiritual care services involving individual and group counseling, as well as patient and staff education Provide spiritual guidance in order to educate patients, customers and staff members concerning the dynamics of Twelve Step spirituality. Facilitate group counseling services for selected patients to ensure that commonly held obstacles to spiritual growth are addressed with the benefit of peer support and feedback. Provide individual spiritual care and guidance in order to identify and address spiritual blocks to recovery while supporting and enhancing individual spiritual resources for growth, current.

**Independent Peer Reviewer for Licensed Alcohol and other Drug Programs, State of Minnesota – Department of Human Services**, St. Paul, MN, 2002 April - Present Under Minnesota Statute, Chapter 13, Title 42, part 2.12 – 2.67 of the federal regulations code. Audit covers physical environment; intake / admissions; assessment:



policy and procedure; treatment: policy and procedure; programming, services and staffing; discharge administration; and efficacy, current.

**Manager, Telesis, Chemical Health Program, Hennepin County Adult Correctional Facility**, men & women's facilities, Plymouth, MN. 2010 April – August 2016

Work with inmates, probation officers, and other agencies to develop continuing care plans. Oversee design, implementation and evaluation of clinical services as required by funders and agency business plan.

**Peer Mediation Leadership Trainer, Anoka Hennepin School District**, Anoka, MN, 1995 – 2013. Teach students how to help other students regulate their behavior, (1) make decisions regarding how to behave and (2) follow through on the decisions made. Allowing students to be joint architects in matters affecting them promotes feelings of control and autonomy. Enable students to manage their conflicts constructively.

**Therapist, Avalon Programs / Meridian Behavioral Health**, Stillwater, MN. 2009 May – 2010 April. Provision of chemical health education and therapeutic interventions to assist client's recovery relating to chemical health, which includes performing assessments, communicating with personnel throughout the organization utilizing verbal, written and electronic media to ensure accurate client care and efficient revenue collection.

**Senior Trainer, Hazelden Publishing**, National evidenced-based clinical training for adolescent and adult alcohol and other drug counselors, Center City, MN. 1999 – 2009. Supports the design and development of training programming for prevention, education and behavioral health programs. This position creates deliverables that support training content for diverse audiences and provides customer support for high-quality learning experiences.

**Therapist II, Minnesota Department of Corrections**, Lino Lakes, MN. 2005 April - 2006 Dec. Function as a behavioral health practitioner for offenders with mental illness, including the responsibility to provide assessment, education, and therapeutic programming.

**Youth Assessment / Intervention Specialist**, African American Family Services (AAFS), Minneapolis, MN. 1992 – 1999. Provides consultation, coaching, one-to-one and group presentations, instructional and behavioral strategies for youth at-risk. Collaborate with community organizations, schools, and juvenile jurisdictions.

**Hazelden Prevention Consultant**, Hazelden Foundation, Center City, MN. 1994 – 1999. Engage students and school communities in educational programs that are flexibly designed to stimulate dialogue and self-awareness, promote healthy decision-making, and encourage non-use for students during the growing years. Guide school communities through comprehensive prevention planning efforts.

### **Board and Committee participation at Metropolitan State University**

- Faculty of Color Mentorship Program Co-coordinator 2023-present
- Equity and Inclusion and Anti-Racism Council 2020-2022
- Equity and Diversity Committee 2016-2022
- Curriculum Committee 2015-2019
- Academic Affairs Committee 2018-2020
- Outstanding Employee Committee 2016-2018
- MNAP Board member 2017-2023
- Advising Training Team – Student advising 2017-2022
- Faculty of Color Caucus Convener 2018-2020
- Faculty of Color CCSPA committee representative 2018-2023
- Statewide Academic Equity Committee 2019-2021
- IFO Board Member representative 2019-2021

### **Board of Behavioral Health and Therapy**

Governor Dayton appointed Board member, Board Chair 2018-present

### **Awards**

Metropolitan State University - Equity and Inclusion Leadership - 2019

MN State – Educator of the Year - 2023

### **Licensure**

- Licensed Alcohol and Drug Counselor, LADC Since 1992
- Certified Prevention Professional Reciprocal, CPPR Since 2006

## **Volunteer**

- Volunteer for Health East St. Joseph Hospital 1987-1998
- Volunteer of the Year 1990 – Institute on Black Chemical Abuse (I.B.C.A)