

Tarzana Treatment Centers College (TTCC)

Medi-Cal Peer Support Specialist Training Program

Online, Hybrid, and In-person Courses

STUDENT HANDBOOK 2022

Main Campus

6022 Variel Avenue, Woodland Hills, CA 91367

TTCC@Tarzanatc.org

www.TTCCollege.org

818-654-3955

TTCC Headquarters Business Hours

8:00 AM – 4:00 PM Monday – Friday

Office of Peer Support Hours

7:30 AM – 4:00 PM Monday – Friday

KEY STAFF AND FACULTY

Albert M. Senella, President & CEO

Jose C. Salazar, Dr.PH., Vice President

James B. Golden, Psy.D., Chief Academic Officer

Haben Berhe, MSHEA, Dean of Student Affairs

Rhonda L. Petrini, Ed.D, Dean of Academics

William Sheehan, MBA, Dean of Business Development

Jessica Galura, MPH, Dean of Workforce Development



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About Us

Tarzana Treatment Centers College (TTCC) is the learning and development division of Tarzana Treatment Centers, Inc. Tarzana Treatment Centers, Inc. is a full-service integrated healthcare organization that provides high quality, cost-effective substance abuse and mental health treatment to adults and youth. We are a non-profit, community-based organization that operates a psychiatric hospital, residential and outpatient alcohol and drug treatment centers and family medical clinics. All facilities are licensed and certified by the State of California and the County of Los Angeles and are accredited by The Joint Commission. Since our founding in 1972, we have provided a comprehensive continuum of healthcare services.

Throughout its history, TTC has maintained focus on two primary goals: improving the quality of care provided to patients and expanding the number of patients who receive that care. Pursuit of these goals requires consistent attention to effectiveness of patient care combined with removal of barriers to accessing services, broadening of services to enable comprehensive care, and providing staff with the infrastructure needed to provide excellent care.

These aims require a commitment to leadership, patient advocacy, and innovation. The result of focus on these priorities has made TTC one of California's largest providers of Integrated Healthcare.

TTCC was developed in 2019 and launched in 2020 by the organization's Department of Program Development to provide exemplary education, certifications, and training to TTC employees, prospective employees, and local

Substance Use and other healthcare practitioners.

In 2022, TTC College launched a Medi-Cal Peer Support Specialist Certification Program with the support of California Mental Health Services Authority (CalMHSA).

Accreditations

TTCC is a private institution that is approved to operate by the Bureau for Private Postsecondary Education (BPPE). Approval to operate means compliance with state standards as set forth in Chapter 8 of the California Education Code, Title 3, Division 10, Part 59. *BPPE Required Statement:* TTCC does not have any pending petitions in bankruptcy under the United States Bankruptcy Code. (11 U.S.C. Sec. 1101 et seq.)

TTCC is a California Mental Health Services Authority (CalMHSA) approved training entity for the Medi-Cal Peer Support Specialist Certification.



Our Objectives

Objective I: Provide progressive learning programs that engage students in strong academics

Objective II: Utilize cutting-edge technology to support instruction and encourage strong learning outcomes

Objective III: Employ strong instructional design practice to achieve alignment in learning outcomes, instruction, assessment and evaluation

Objective IV: Promote self-assessment and peer-evaluation to achieve content theory mastery and support student praxis

Career Opportunities

The current peer opportunity that folks can pursue today at TTC includes working as a Peer Support or Technician I or II for any of our SUD service programs and/or registering as a SUD counselor and helping us provide counseling, recovery support services and case management services to other peers. Peers can also join our mental health service teams and provide recovery support to those impacted by mental health challenges. The Medi-Cal

Our Mission

Medi-Cal Peer Support Specialist Training Program

The mission of Tarzana Treatment Centers College (TTCC) is to expand access to a quality and affordable healthcare learning experience for adults in all stages of their professional career and development. As part of this mission, we implement academic courses and student activities with an emphasis on the delivery of quality integrated healthcare services based on evidence-based practices, patient centered care, and reducing total cost of care.

Our Vision

TTCC believes that a progressive education empowers and results in exemplary healthcare professionals committed to addressing the healthcare needs of their community.

Our Core Values

TTCC is committed to incorporating and promoting the following values to our stakeholders:

Innovation | Excellence | Integrity |
Community | Intersectionality



The Peer Support Specialist Training Program is designed to provide certification to Mental Health and Substance Use Disorder (SUD) Peers. The training program provides necessary skills to prepare students for placement in roles including Peer Support Specialists, Community Health Workers, Promotores de Salud, Recovery Coaches, Recovery Support Specialist, and Peer Technicians. The program is rooted and based on the core competencies identified by DHCS for Certified Peer Support Specialists. The 15 in-person or online sessions cover the following topics: concepts of hope, recovery, and wellness; the role of advocacy; the role of consumers and family members; psychiatric rehabilitation skills and service delivery; addiction recovery principles and practices; cultural competency and humility; trauma-informed care; group facilitation skills; self-awareness and self-care; Mental Health and SUD co-occurring disorders; conflict resolution; ethics and boundaries; workplace and employment preparation skills; safety and crisis planning; patient navigation and referrals; documentation; confidentiality; and, digital literacy.

Admissions Information

Medi-Cal Peer Support Specialist Training Program

Admission into the Medi-Cal Peer Support Certificate Training Program requires a High School Diploma or General Education Development (GED) equivalent and a writing sample. Students are required to submit a Student Enrollment Agreement and Registration Fee in order to process admission. The TTCC SUD Certification program contains 15 courses. All coursework must be completed upon approval of the instructor to receive a certificate of training completion. To receive final certification, students will need to register through CalMHSA for final examination.



Courses

PSS 101-115

Total Educational Hours: 80

Length of Educational Program: 3 Weeks (15 Sessions)

Course #	Course Title	Course Objectives
PSS 101	Peer Support Training Program Orientation	<ul style="list-style-type: none"> Understand the Peer Support Specialist Training Program expectations, syllabus, assignments, and commitment to excellence.
PSS 102	Peer Support: Models That Guide Us	<ul style="list-style-type: none"> Understand the importance of peers and key concepts: <i>hope, recovery, advocacy, wellness, autonomy, nonmaleficence.</i>
PSS 103	Peer Support: Communication in the Community	<ul style="list-style-type: none"> Understand how to use <i>empathy</i> to communicate with patients. Analyze digital elements of peer communication and understand the role of telehealth.
PSS 104	Substance Use Disorders Recovery Principles	<ul style="list-style-type: none"> Define <i>substance use disorders</i> and analyze the elements that lead to addiction. Understand the <i>stages of change</i> in substance use treatment.
PSS 105	Mental Health and Co-Occurring Disorders	<ul style="list-style-type: none"> Identify the most common <i>mental health</i> disorders and understand the unique needs of patients with <i>co-occurring disorders.</i> Analyze what components lead patients to anger and other mood disorders.
PSS 106	Service Delivery and Practices	<ul style="list-style-type: none"> Understand the types of psychiatric and substance use treatment options for patients. Identify methods to provide support to patients through <i>advocacy</i> and <i>person-centered planning.</i>
PSS 107	Special Populations and Cultural Intersections	<ul style="list-style-type: none"> Understand the unique support needs of special populations: <i>veterans, Black, Latinx, youth, people experiencing homelessness, undocumented patients, people living with disabilities, and re-entry.</i>
PSS 108	Cultural Humility and Bias	<ul style="list-style-type: none"> Examine how transference and countertransference impact patient progress.

		<ul style="list-style-type: none"> • Understand the role unconscious bias plays in harming patients.
PSS 109	Trauma-Informed Care	<ul style="list-style-type: none"> • Define Trauma and Trauma-Informed Care. • Identify interventions to support patients with trauma history.
PSS 110	Effective Group Practices	<ul style="list-style-type: none"> • Explore the role of a <i>group</i> facilitator and compare process groups to educational groups. • Identify strategies to support strong groups and provide <i>conflict resolution</i>.
PSS 111	Staying Safe in the Field	<ul style="list-style-type: none"> • Understand the reporting protocols for <i>suicide, suicidal ideation, child or elderly abuse, and self-harm</i>. • Understand how to recognize the signs of an overdose and respond.
PSS 112	Patient Navigation and Documentation	<ul style="list-style-type: none"> • Examine additional opportunities for patient support and understand how to <i>refer</i> a patient to supportive services. • Understand how to complete referral <i>documentation</i>.
PSS 113	Ethics, Boundaries, and Confidentiality	<ul style="list-style-type: none"> • Demonstrate competence in patient rights, ethics, and professional liability. • Review federal and state laws that address patient rights, and the Americans with Disabilities Act (ADA).
PSS 114	Self-Care	<ul style="list-style-type: none"> • Identify strategies to cope with stress, burn-out, and negative emotions. • Understand how to incorporate self-care-specific technology into regular practices.
PSS 115	Professional Development	<ul style="list-style-type: none"> • Explore employment opportunities and practice techniques to use in the professional interviewing process. • Understand skills to complete components of workforce entry.

Student Services

Administration Services

TTCC's Administration Services Department is accessible to provide students with individualized academic support including but not limited to tutoring, mentorship, admissions, credit evaluation, course registration, official and unofficial transcripts, and technology support. TTCC staff are cross trained to provide or direct students to these services, which are readily available by contacting the school headquarters at TTCC@Tarzanatc.org.

Student Interaction

TTCC encourages students to have peaceful interactions with each other throughout the entirety of their educational program. Students are also encouraged to work collaboratively with each other, allowing the core values of TTCC to guide their behavior. Students are encouraged to work together to further content knowledge building in real time via online opportunities or by scheduling time to collaborate at our campus headquarters or satellite campuses. Students are free to meet with peers outside of TTCC headquarters to collaborate on school assignments/projects. TTCC advocates for students to participate and engage with peers in TTCC sponsored events. Students are encouraged to reach out to a school official to schedule a meeting room.

Faculty & Administrative Advisors

Students are offered the opportunity to be guided by working professionals throughout the entirety of their academic program. Each instructor can advise students independently to lead to mastery of content and academics. Students are expected to communicate with instructors for greater advisement and guidance in their studies. Students can also be guided by a TTCC Administrator to develop skills and tools to better ensure they succeed in their academic program. Students may reach out to a school official to set an advisement appointment with a TTCC administrator or with the Chief Academic Officer for personal development/career guidance by emailing TTCC@Tarzanatc.org.

English Language Instruction

All courses are taught in English Only. As such, students should be fluent in English as required by the High School Diploma or GED. English Language Services and ESL are not included in education at TTCC. However, TTC College partners with community-based organizations and educational institutions to provide support to students who need help with English-based training programs. Language accommodation can be requested no later than a week in advance of starting the training. Students could contact the administrator, and the school instructor via email. The students will be informed of the outcome via email within 3 business days.

Health Services

TTCC does not offer on-campus health services. However, students are encouraged to visit one of Tarzana Treatment Centers, Inc.'s Primary Care facilities if they don't have access to general healthcare and/or a primary medical care provider.

Student Mental Health

TTCC understands that certain courses and assignments may at times initiate previous or existing mental health issues for students. In the event, a student is triggered during a class, we encourage students to reach out to a TTCC administrator by emailing TTCC@tarzanatc.org to discuss accommodations and other options. If a student is an employee of our parent company, Tarzana Treatment Centers, Inc, TTCC will refer them to services at one of our many affiliate partner mental health organizations. If a student is not an employee of Tarzana Treatment Centers, Inc, we can make a referral to a TTC outpatient services facility in Los Angeles County.

TTCC offers all students in-person and virtual tutoring services as requested. TTCC encourages students to create study groups with peers, TTCC tutors, and instructors. Instructors and official TTCC tutoring hours are available on Calendly. One-on-one sessions and group sessions with instructors or TTCC tutors are available upon request both online and in-person. To access tutoring services, students should email TTCC@Tarzanatc.org.

Meet the Team

Administrators

Albert M. Senella, President & CEO

President and Chief Executive Officer, for over 25 years, Albert M. Senella has guided a progressive range of integrated behavioral healthcare services at Tarzana Treatment Centers, Inc. (TTC). In this capacity, he has developed a range of drug/alcohol treatment and integrated health, mental health, and primary care services responsive to the needs of uninsured, low-income Los Angeles County residents as well as persons with private resources. In response to the growing HIV epidemic, these services were interwoven with comprehensive HIV prevention, intervention, and treatment services; creating a nationally recognized model of HIV services for drug users. Under Mr. Senella's leadership, TTC's services have more recently expanded to include five family primary care clinics (three in the San Fernando Valley and two in the Antelope Valley), and case management and treatment programs tailored specifically for homeless, prison parolees, and those impacted by mental health. Mr. Senella has primary oversight of the agency's budget comprised of government and private funding. As President of the California Association of Alcohol and Drug Program Executives (CAADPE), California's largest and most diverse association, Mr. Senella is an active member of many state and local advisory bodies. Most recently, his advocacy has served to assist State legislators, policymakers, and other leaders to recognize the contribution and potential of behavioral healthcare and drug/alcohol treatment agencies in major new initiatives such as Welfare and Healthcare Reform.

Silvia Cadena, Chief Financial Officer

Silvia Cadena, CPA, has worked for Tarzana Treatment Centers since 1979. She oversees the spending and management of funds on a daily basis, ensuring that these funds are spent in accordance with fiscal policy. As a member of the Board of Directors since 1984, she continues to provide sound advice for many of the organization's financial issues. Ms. Cadena is a Certified Public Accountant, and earned her degree in accounting from Central College, Ecuador in 1969.



[Jose C. Salazar, Dr.PH., MPH, Vice President and COO](#)

José C. Salazar, Dr.PH, holds a Master's and Doctoral degree in Public Health from the University of California, Berkeley. Since 1988, he has worked in the field of substance abuse, HIV/AIDS, health educator, community organizer, researcher, administrator, and a counselor for mental health. He has been the primary translator (English to Spanish) of various research studies, and has co-translated, *The Wellness Guide*, an 80-page booklet published by the UC Berkeley Center for Community Wellness. Dr. Salazar is also the co-author of *Essential Spanish for Social Services*, a *Living Language/Random House* publication. He has served in the capacity of Principal Investigator (PI) for various funded programs and services including specific programs from the Substance Abuse Mental Health Services Administration (SAMHSA), California Department of Health Services (DHCS), and Los Angeles County Department of Public (DPH) Health and Department of Mental Health (DMH).



[James B. Golden, Psy.D., Chief Academic Officer](#)

James B. Golden is a Los Angeles based Learning & Development Specialist with over 10 years of organizational development experience in training methodology, design, executive coaching, systems improvement, motivation, cultural competence, and inclusion. Golden regularly presents research and data at national conferences including: The National Association for Alcoholism and Drug Abuse Counselors, The National Council of Black Studies, the American Psychological Association, the National Hip-Hop Political Convention; and has been guest speak at several colleges including, Howard University, Pepperdine University, University of California at Los Angeles, Sierra Nevada College, and Cal State University, Northridge. Golden earned a Doctor of Psychology degree from Phillips Graduate University, a Master's of Humanities from Tiffin University, and a Master of Public Administration degree from Cal State Northridge. He has worked as a curriculum advocate, K-12 teacher, and developer of educational programs. He has published several articles for leading magazines/publications such as *The Root*, LinkedIn, Vibe, and Clutch: as well as four books including an NAACP Image Award winner.



[Haben Berhe, Dean of Student Affairs](#)

Haben Berhe is an alum at California State University, Long Beach with a Bachelor of Arts in human development and a minor in Africana studies. She is currently working on her Master of Science Degree in higher education administration. Haben has worked with a range of youth non-profits around the greater Long Beach area and So-Cal area to advocate for student's safe environment, access to education, mental health, voices, education, and physical activity. She has conducted various training and workshops involving several topics such as leadership, self-care, time management, conflict resolution, and cultural awareness. This has poured over to her involvement in creating events, multiple curriculums, implementing and evaluating programs for non-profit organizations. Haben has emphasized assisting unrepresentative students that are first generations or low income by guiding them through college readiness programs, college career planning, financial aid and mental health.



[Dr. Rhonda Lee Petrini Dean of Academic Affairs](#)

Rhonda Lee Petrini, Ed.D. has joined Tarzana Treatment Centers College (TTCC) as Dean of Academic Affairs (Program Operations Supervisor II). Dr. Petrini was hired to provide administrative oversight to the Academic Department at TTCC. She will be responsible for leading our full-time faculty/trainers and the academic support team. Dr. Petrini is also the primary resource for our educational programs and curriculum management for the SUD Certification Program and impending Peer Support Certification Program. We are very excited that Dr. Petrini is undertaking the development and launch of *Project Open Doors*, our brand-new educational program which will provide GED classes and testing to our community members, with emphasis on underserved communities—re-entry, people experiencing homelessness, at-risk youth, and LGBTQ+.

Dr. Petrini earned her bachelor’s degree in organizational leadership, master’s degree in executive leadership, and doctorate in adult education while raising two daughters as a single mom. Her doctoral research was a program evaluation of a tutoring program focused on helping culturally diverse, lower socioeconomic, marginalized, inner-city youth become first-generation college students. She has served as an Urgent Care Center Manager, Medical Assisting Instructor, Director of Education at a Medical Careers College, Director of Education & Team Development at a hospital, GED Program Administrator, and Quality Assurance & Education Program Administrator.

Office of Peer Support Team



[Ashley McGowan, Chair of Peer Support](#)

Faculty



[Benita Anviah, MPH, Faculty/Trainer](#)

Student Achievement

Attendance

TTCC recognizes the relationship between student attendance and student retention, achievement, and success. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Thus, TTCC monitors attendance for all online and in-person sessions and meetings.

Students are expected to attend all class sessions for which they are enrolled. Students are responsible to instructors for class attendance and any missing work during an absence. Documented absences related to personal illness, death of an immediate family member, or the like will not negatively impact a student's standing in the program. However, TTCC reserves the right to drop or withdraw any student due to lack of attendance.

Participation and Professionalism

Students are expected to actively participate in a professional manner in the activities of the class. These include:

1. Turning in-class assignments on time; being organized and prepared.
2. Actively engaging in the learning activities of the class and course.
3. Managing paperwork effectively and in a timely manner.
4. Sharing of professional experiences and insights in a respectful and ethical manner.
5. Informal case presentation of professional experiences and issues (e.g., ethical or legal concerns, conflicts with clinical supervisors, questions of appropriate fit with their agencies, and adherence to contractual agreement with the agencies).
6. All students are expected to adhere to the guidelines in:
 - a. Course syllabus, as outlined by the instructor
 - b. The current TTC College Course Catalog

Student Integrity & Civility

All members of the TTCC community are expected to demonstrate professionalism in their interactions and daily activities. It is important that each College stakeholder is treated with respect and consideration not only during working hours, but after hours as well. All College stakeholders are expected to hold themselves to the professional virtues of commitment, transparency, fidelity, and integrity. Unprofessional behavior will not be accepted, and we encourage stakeholders to report any unacceptable behavior to the Chief Academic Officer or a school official.

Anti-Racism Policy

TTC College proudly applauds and actively works to develop the cultural and linguistic diversity within its students, staff, faculty, administrators and other stakeholders. TTC College actively promotes this inclusion and intersectionality as a means to enrich all teaching, training, research, and collaboration among college stakeholders.

TTC College endorses the rights of its students and employees to enjoy an education and employment environment that is unequivocally free from racism. Racism consists of principles and practices that cause and justify an unbalanced distribution of rights, opportunities, and experiences across racial groups. Structural racism occurs as a macrosocial impediment which perpetuates racial group inequity through public systems and policies.

TTC College will not tolerate overt or covert race-based discrimination of any type and requires its employees to report any instances of reported or witnessed racism. TTC College actively works to dismantle racism within all aspects of our departments, classrooms, curricula, and the larger community.

TTC College's intersectionality core value seeks to support our students in promoting equity within treatment and their representation as behavioral health professionals.

Racism exists. Racism is wrong and has no place at TTC College. As such, TTC College is committed to:

- Recruiting employees and students from different races and historically marginalized groups.
- Celebrating the racial differences of our students and employees through honoring their customs, traditions, holidays, and family backgrounds.
- Actively advocating for equitable treatment, intersectional competence, anti-discrimination, and anti-racist conduct of students, employees, and other stakeholders through policy development, recruitment, student symposiums, orientation, and other support programs.
- Designing curricula which promotes diversity of thought and experience, particularly incorporating books, assignments, lectures, and literature written by people of color and women.

- Collaborating with organizations and initiatives that support equity across racial lines.

Leave of Absence Policy

TTCC will grant a leave of absence of up to a one-year maximum to an enrolled student who has a medical or personal reason that prohibits the student from progressing in his/her academic or training program. For a personal leave of absence, the student is required to submit documentation supporting the need for the leave to TTCC@Tarzanatc.org.

For a medical leave of absence, the student request must be accompanied by a letter from a physician, physician's assistant, or nurse practitioner. The letter must be on official letterhead and must include the diagnosis, the limitations it imposes on the individual and an estimation of the time required for recovery. Students must submit a request TTCC reserves the right to verify qualification of the certifying professionals.

Students who need to request a leave of absence for medical or personal reasons must submit their request within 2 weeks of their medical or personal event. Students will be notified regarding the status of their request through the email enrolled with. Students who have their requests denied may meet with the Dean of Student Affairs to submit an appeal.

Code of Conduct

Students and graduates of TTCC are expected to:

- 1) Protect the participant's, patient's, or resident's rights to confidentiality in accordance with Part 2, Title 42, Code of Federal Regulations
- 2) Cooperate with complaint investigations and supply information requested during complaint investigations unless such disclosure of information would violate the confidentiality requirements of Subpart 2, Title 42, Code of Federal Regulations.
- 3) Students will conduct themselves according to TTCC's core values while engaged in school-related activities.

Students and graduates of TTCC are prohibited from:

- 1) Providing counseling services, attending any program services or activities, or being present on program premises while under the influence of any amount of alcohol or illicit drugs. As used in this subsection, "illicit drugs" means any substance defined as a drug in Section 11014, Chapter 1, Division 10, Health and Safety Code, except:
 - a) Drugs or medications prescribed by a physician or other person authorized to prescribe drugs, in accordance with Section 4036, Chapter 9, Division 2, Business and Professions Code, and used in the dosage and frequency prescribed; or

- b) Over-the-counter drugs or medications used in the dosage and frequency described on the box, bottle, or package insert.
- 2) Providing services beyond the scope of his/her registration or certification as an AOD counselor, or his/her professional license, if the individual is a licensed professional as defined in Section 13015;
- 3) Discriminating against program participants, patients, residents, or other staff members, based on race, religion, age, gender, disability, national ancestry, sexual orientation, or economic condition;
- 4) Engaging in social or business relationships for personal gain with program participants, patients, or residents, their family members or other persons who are significant to them;
- 5) Engaging in sexual conduct with current participants, patients, residents, their family members, or other persons who are significant to them;
- 6) Verbally, physically, or sexually harassing, threatening, or abusing any participant, patient, resident, their family members, other persons who are significant to them, or other staff members.
- 7)

Our Facility

TTCC Headquarters and Main Campus is located adjacent to Tarzana Treatment Centers, Inc. Woodland Hills (TTCWH) Outpatient Clinic at 6022 Variel Avenue, Woodland Hills, CA 91367. The newly renovated campus houses TTCC administrative offices, the student library, computer lab, two classrooms, a reception area, and a lobby. Both heated and air-conditioned classrooms include audio/video connections, projectors, white boards, student tables and comfortable chairs. Additionally, there is an eating area for students and adjacent TTCWH rooms for experiential group learning, as scheduled.

Tarzana Treatment Centers, Inc. has locations in Northridge (8330 Reseda Boulevard), Lancaster (907 W Lancaster Boulevard), and Long Beach, CA (2101 Magnolia Avenue) that may be utilized for students needing to complete internship hours.

Ample parking is available at TTC College for students, as needed, and there is no fee for parking on campus. ADA approved restrooms are available at TTCC headquarters for students and faculty.

Our Library

TTCC has a library at the Main Campus consisting of reference texts and articles that students may use on campus or rent. The TTCC Library carries additional copies of student textbooks, suggested readings, and addictions journals. Students can access these books by logging into Surpass. TTCC utilizes a virtual resource database, ProQuest, where students can view videos and read articles related to course subjects. Students can access the ProQuest log-in information on Moodle under the Student Resource page. Library hours are Monday through Friday (9:00 AM – 3:00 PM) or by appointment. To make an appointment to visit the library outside of normal business hours, students may email TTCC@Tarzanatc.org.

TTCC SUD Certification Program is largely a distance-learning online program. Students will be given free access to all texts, case studies, and books via the student library and/or online Moodle platform.

Registration & Enrollment

Tuition

Tuition and fees are subject to change at the discretion of Tarzana Treatment Centers College.

The total cost of the Medi-Cal Peer Support Specialist Training Program is \$1,600.00.

Fees

Registration Deposit Fee: \$67.00

Base Tuition Fee: \$1,600.00

The Registration Fee is non-refundable. Total program cost is subject to change until this agreement is executed and payment of deposit. See: Refund Policy section for further clarification.

Refunds

STUDENT'S RIGHT TO CANCEL

Students have the right to terminate their program at any time. Students in the Medi-CAL Peer Support Specialist Training Program must submit a formal letter to a school official in the Peer Services Department to fully withdraw. A refund, minus the initial deposit, will be issued to any student who cancels enrollment prior to the start date of their first course, and after signing the enrollment agreement. The effective date of termination for enrollment will be the date of receipt of written notice from the student to a school official.

Refund Policy

In order to attend TTC College's Medi-CAL Peer Support Specialist Training Program, all tuition and fees are due prior to the beginning of training program. TTC College adheres to the below refund policy. Any refund due to a student's withdrawal will be issued by TTCC within thirty (30) days of receiving student's refund letter. The total tuition for TTCC is \$1,600, which includes a non-refundable \$67 application fee. In the event that a student needs to receive a refund, TTCC will contact CalMHSA accordingly. Any student who begins the Medi-CAL Peer Support Specialist Training Program will no longer be eligible for partial or full refund. If a student has been denied a refund, they may file an appeal and begin that process by contacting the Dean of Student Affairs, whose information will be listed in the handbook students will receive upon enrollment.

Students are required to submit a formal withdrawal letter in writing to a school official to access and obtain any refunds.

Student Rights & Disclosures

TTCC does not discriminate based on race, religion, age, sex, sexuality, disability, national, or ethnic origin in any way. TTCC is fully compliant with federal, state and local policies related to accessibility. It is important that our students receive their education in safe and appropriate conditions. All students and faculty are encouraged to maintain transparency regarding any maltreatment experienced or witnessed in any way associated with Tarzana Treatment Centers, Inc. and TTCC.

Complaints

Grievances

Any student, instructor, or school stakeholder who experiences an unsatisfactory experience with TTCC personnel or program may file a grievance through TTCC Headquarters or the Chief Academic Officer by phone or email. The reports may be either written or verbal and need not follow any formal format.

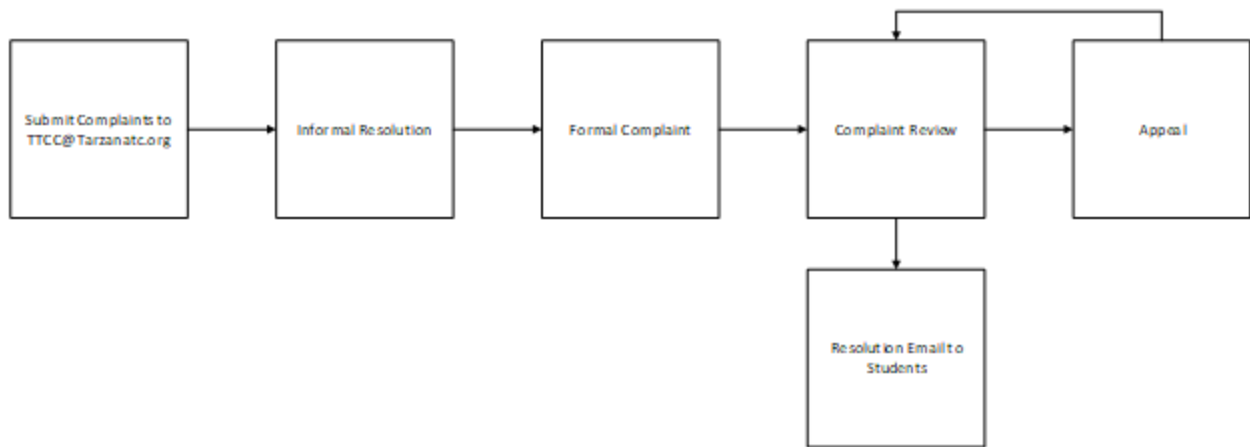
Complaints

The Dean of Student Services and Chief Academic Officer are responsible for the process of all complaints about the training program. All complaints are to be submitted to TTCC@Tarzanatc.org and will be forwarded to initiate the complaints process listed below.

Outcomes

All outcome resolutions are documented via email, sent to students and a copy of the resolution is placed in student's records.

Student Complaints Process Outline



Timeframe for Resolution

TTC College has a 48-hour maximum processing time between all process steps. In the event that a step within the complaint process will take longer, students will be notified by the Dean of Student Services or Chief Academic Officer via email.

Communication

A copy of this policy is shared with students during the enrollment process and is placed in the student handbook.

Student Records

TTCC is required by law to maintain records of names, addresses, e-mail addresses, and telephone numbers of each student who is enrolled in an education program. This information is stored permanently at TTCC Headquarters and maintained by the Chief Academic Officer and Training Supervisor.

Student academic and financial records are maintained in written form/hard copy, in lockable, fireproof file cabinets, which are located at the TTCC Headquarters. Only designated personnel have access to such records. All employees sign a confidentiality statement prohibiting them from divulging any information contained in such records. Records generated by the school itself, such as grades, and transcripts are also maintained on an encrypted computer hard disk. All records are maintained permanently.

TTCC stores additional student work and information for five years from the date of student's graduation, termination, or withdrawal. Records are available upon individual student request for a five-year period only. The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law and prohibits an institution from releasing the school records or any other information about a student to any third party without the written consent of the student. Transcripts are kept permanently. Students will be informed of this policy upon enrollment and again in their Student Handbook which will be provided after enrollment.

