

**The Adler School
of
Professional Psychology**

Catalog 2006 – 2007

Adler School of Professional Psychology

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The School: An Overview

The Adler School of Professional Psychology (Adler School) was established in 1952 and is a private, not-for-profit institution of higher education. With a commitment to continuing the work of the first community Psychologist, Alfred Adler, the Adler School holds the following values as core to our educational programs; social interest, compassion, justice, respect for the individual, honor diversity and difference, intellectual rigor, optimism, collaboration, and pragmatism. The School is an independent school of professional psychology, drawing students from North America and internationally.

While enjoying international recognition for the expertise of its faculty and excellence of its educational programs, the School has established an outstanding reputation for innovation within its educational programs and community and clinical services. The Adler School learning community is comprised of persons of diverse cultures, ages, educational backgrounds, personal interests, and professional experiences. For further information about the Adler School, visit our web site at www.adler.edu.

The School's Mission

The Adler School of Professional Psychology is an institution of higher education committed to advancing the values and theories of Alfred Adler within the context of professional psychology. To this end, the School's mission is to provide quality professional education, psychological services, community services, and research, anticipating and responding to the constant and changing needs of students, the profession of psychology, the community, and society. The values that the Adler School holds as relevant to its mission include the following:

- The broad application of the philosophy, principles, and techniques of Alfred Adler in particular and psychology in general to mental health, medicine, education, business and industry, and other related areas of social need;
- The preparation of students who have the academic ability, capacity for independent judgment and creative thought, educational preparation, emotional stability, maturity, ethical standards, motivation, personal integrity, and human values for a life of professional competency and service to their families, communities, profession, and society;
- The inclusion of nontraditional learners, returning students, change-of-career students, women, and persons of minority heritage in its programs;
- The promotion of excellence in faculty, administration, staff, learning resources and facilities, and support services to foster the academic, research, social, cultural, and clinical interests of students and clients;
- The importance of quality in graduate-level education, clinical training, research, educational publications, and learning materials;

- The expansion of knowledge and enhancement of growth, skill development, and values through instruction, role-modeling, demonstration, publication, and community service for both lay and professional persons;
- The commitment to lifelong learning, personal and professional development, scholarship, and commitment to social interest, human equality, the worth and dignity of the individual, cooperation, and optimism as embodied in the philosophy of Alfred Adler;
- The commitment to public service as an expression of social interest through educational programs, psychological services, consulting, and other activities which contribute to the mental, emotional, and social well-being of individuals, groups, and communities;
- The encouragement of professional and civic service by faculty, staff, board members, students, and graduates;
- The development and distribution of educational materials unique to the field of Adlerian psychology and related areas for psychologists, counselors, parents, clergy, teachers, business, educational institutions, and other individuals and organizations.

Social Responsibility

The Adler School of Professional Psychology mission and vision emphasizes the critical need to educate and train socially responsible graduates. This commitment builds upon the work of the first community psychologist, Alfred Adler. In addition to providing students with knowledge, skills and attitudes that will enable them to provide traditional psychological services to a wide range of client populations, all degree programs at the School prepare students to be socially responsible practitioners. This preparation includes a grounding in theories and research on the impact on broader structural and systemic factors on human well-being and training in methods designed to impact social policies, address community issues and solve social problems. The faculty of the School has adopted the following definition of a socially responsible graduate:

Socially responsible graduates are those who

1. embrace a diversity of perspectives,
2. work to build and maintain bridges across social, economic, cultural, racial and political systems,
3. empower others to identify and address shared problems, and
4. foster the development of social equality, justice and respect through compassionate action throughout the global community.

Organization & Governance

The Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education. The School is incorporated in and operates under

the provisions of the State of Illinois General Not-For-Profit Corporation Act and is declared a 501(c)(3) tax exempt organization by the U.S. Department of the Treasury. Contributions are tax deductible to the full extent allowable by law.

Accreditation & Approvals

The Adler School of Professional Psychology holds various accreditations, approvals, recognitions, and memberships, including the following.

- The Adler School of Professional Psychology is one of the oldest accredited, freestanding professional psychology schools in the nation. The School has been continuously accredited since 1978 by the North Central Association of Colleges and Schools' Higher Learning Commission. The Commission can be contacted at NCA-HLC, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, web site: www.ncacihe.org.
- The Adler School has authority to offer courses and programs in the State of Indiana. Its programs in Indiana are regulated by the Indiana Commission on Proprietary Education which can be contacted at, ICPE, 302 West Washington Street, Room 201, Indianapolis, IN 46204, (800) 227-5695 (toll-free) or (317)232-1320.
- The Adler School Doctoral Program in Clinical Psychology is accredited by the American Psychological Association. The APA's Committee on Accreditation can be contacted at The Office of Program Consultation and Accreditation, 750 First Street NE, Washington, D.C. 20002, web site: www.apa.org. 1-800-374-2721, 202-336-5500
- The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology.
- The Adler School Substance Abuse Counseling Program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) as an advanced counselor training program
- The Adler School's Master of Arts in Counseling Psychology: Art Therapy is approved by the American Art Therapy Association, Inc. (AATA).
- The Adler School's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
- This school is authorized under Federal law to enroll nonimmigrant alien students.
- The Adler School is a member of the following organizations:
 - ° National Association of Independent Colleges and Universities

- National Council of Schools and Programs of Professional Psychology
- North American Society of Adlerian Psychology
- Federation of Independent Illinois Colleges and Universities

Master's Level Licensure/Registration

Graduates of the Master of Arts programs in Counseling, Organizational Psychology, Marriage and Family Therapy, and Art Therapy are qualified to sit for the licensing examination for Licensed Professional Counselors (LPC) in the State of Illinois. With additional post-graduate, supervised clinical experience, graduates of the M.A. programs are eligible to sit for the licensing examination for Licensed Clinical Professional Counselors (LCPC) in the State of Illinois. Graduates of the Vancouver Campus are eligible for membership with the British Columbia Association of Clinical Counsellors (www.bc.counsellors.org) and/or the Canadian Counselling Association (www.ccacc.ca).

Doctoral Level Licensure/Registration

All psychologists who offer direct services to the public must be licensed or certified by the state or province in which they practice. Because licensure requirements vary from state to state and province to province, students should plan ahead to ensure they will be able to meet all requirements of a particular state or province. Licensure typically requires completion of a period of post-doctoral supervised experience and successful completion of the Psychology Licensure Examination as well as satisfaction of other requirements of individual states or provinces.

Degree, Certificate Programs, and Concentrations

The Adler School is committed to serving both traditional and nontraditional students. A number of degree programs, certificates and concentrations can be completed on either a full-time or part-time basis. Note that the Doctoral Program has a one year full-time residency requirement. Programs are offered in the following areas:

Doctor of Psychology (Psy.D.) in Clinical Psychology

Masters of Arts in:

- Counseling Psychology
- Counseling: Art Therapy
- Counseling & Organizational Psychology
- Police Psychology
- Marriage and Family Therapy

Certificates and Concentrations in:

- Adlerian Psychotherapy
- Art Therapy
- Clinical Hypnosis
- Clinical Neuropsychology

Marriage & Family Counseling
Group Psychotherapy
Substance Abuse Counseling

Concentrations offered (Psy.D. program):

Primary Health Care
Child and Adolescent

Respecialization in Clinical Psychology

Individuals possessing a doctorate in psychology or in an area primarily psychological in nature may apply for respecialization in clinical psychology. This retraining program requires students to complete the necessary coursework and clinical practica to be eligible for internship and licensure. The curriculum for students admitted in to the respecialization program is individualized and takes into account the background and needs of applicants. For further information, please contact the Psy.D. Program Director.

Continuing/Professional Education

The Adler School is committed to providing lifelong learning and service to the public. The school thus offers continuing professional education courses, seminars, and workshops. Courses may also be taken on an audit basis for purposes of continuing professional education. Qualified psychology graduate students, social workers, nurses, psychologists, physicians, and other health care professionals may register for continuing education offerings in order to earn continuing education credits. They may also register for individual courses or coursework required for a certificate in order to earn academic credit as a student-at-large. More information on student-at-large status is available in the section on Admissions policies. Information on certificate programs is also available in separate sections of this catalog.

The School is approved by the following organizations to sponsor continuing education programs (CEU):

- The American Psychological Association,
- The National Board for Certified Counselors,
- The State of Illinois Department of Financial and Professional Regulations (for Registered Social Workers), and
- The Illinois Alcohol and Other Drug Abuse Professional Certification Association.

Facilities & Campus Locations

The Chicago campus at 65 East Wacker Place is housed throughout four floors of an historic office building overlooking the Chicago River. Facilities include classrooms, administrative and faculty offices, assessment and observation laboratories, computer lab, the Sol and Elaine Mosak Library, and the Rudolf and Sadie “Tee” Dreikurs Psychological Services Center.

The School's near north Loop location is in the heart of Chicago's best cultural, dining, and shopping attractions. Easy accessibility by car or public transportation creates an ideal setting for students commuting not only from the greater Chicago area but from throughout the United States and Canada as well.

The Adler School of Professional Psychology – Chicago Campus
65 East Wacker Place
Suite 2100
Chicago, IL 60601

Located near the campus are many prestigious colleges and universities, public libraries, lake front parks, museums, and public parking facilities. Major tourist attractions include the Art Institute of Chicago, Water Tower Place, Auditorium Theater, Chicago Theater, Oriental Theater, Sears Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

The Vancouver campus is located within the Bentall Centre, Western Canada's largest integrated office complex in the heart of Vancouver's dynamic business core. With a waterfront view, the campus boasts state of the art classroom and administrative technology, and newly renovated classroom and office space for our Vancouver students, faculty and staff.

Adler School of Professional Psychology - Vancouver Campus
Suite - 753
Three Bentall Centre 595 Burrard St.
P.O. Box 49104
Vancouver, BC
Canada V7X 1G4

The Vancouver Campus is readily accessible. Transit connections are easily made given Skytrain is accessed through the retail concourse and connects directly to the Seabus and West Coast Express. A major bus hub is also located at Burrard and Dunsmuir Streets, which is 20 minutes from the Vancouver International Airport. Located in an area that is well-known for its shops and restaurants, downtown Vancouver, theatres, restaurants, Stanley Park, and English Bay Beach are all just moments away-either on foot or a brief bus ride.

Faculty

The School's educational philosophy is embodied in its diverse, dedicated, and highly qualified faculty. Faculty members are chosen for their educational qualifications, professional experience, clinical training and practice, professional and community involvement, area of expertise, scholarship, ability to teach, and personal/professional commitment to the School's mission to educate socially responsible graduates. Faculty members are professionals who combine community involvement and clinical practice with their instructional duties. Many hold leadership positions and are active in

professional organizations throughout the United States, Europe, and Canada. The faculty's high level of professional activity enriches the curriculum and models for students the integration of community involvement, clinical practice, research, and professional contribution.

The faculty consists of core, part-time program, and adjunct members. Core faculty members are full-time. Core faculty are actively involved in academic governance, faculty committees, clinical supervision, curriculum development, community involvement, and research. Core faculty members maintain office hours and campus activities four days per week. The faculty have created a learning community committed to the discovery and development of knowledge, values, and skills where students can engage in a rich learning experience.

The core faculty is supplemented by part-time program and adjunct faculty, visiting professors, and other professionals who are hired to teach specific courses or render other academic or clinical services. Adjunct faculty are chosen for their expertise in specific areas that supplement varied curricula.

Library

The Sol and Elaine Mosak Library supports the research and teaching needs of the Adler community. Faculty and students have access to collections including more than 12,000 books in psychology and related areas, 140 current journal subscriptions, and 1,000 audio-visual resources. Interlibrary loan is available to help students locate materials not owned by the library.

The professional librarians of the Sol and Elaine Mosak Library offer in-depth assistance with both traditional and electronic information resources. Public workstations available in the Library and in the Computer Center provide access to the online library catalog and to scholarly databases. To facilitate research, the library subscribes to a variety of academic online resources, including: ABI-INFORM, Academic Search Premier, ArticleFirst, Business Source Elite, Criminal Justice Periodicals Index, Dissertations and Theses Full-Text, Electronic Collections Online, ERIC, Government Publications Online, Health and Psychosocial Instruments, Health Source, LexisNexis Academic, Medline, Mental Measurements Yearbook, Newspaper Source, Periodicals Abstracts, Professional Development Collection, ProQuest Psychology Journals, PsycINFO, PsycARTICLES, PsycBOOKS, WilsonSelectPlus, and WorldCat. The librarians have created and maintain indices to the journals of Individual Psychology, as well as to Adler School dissertations and theses.

Major subject areas of the collections include: Adlerian Psychology, Alcohol and Substance Abuse, Art Therapy, Assessment, Clinical Psychology, Psychotherapy, Family Therapy, Forensic Psychology, Gender and Culture, Gerontology, Group Therapy, Health Psychology, Hypnosis, Marital Therapy, Mental Health, Neuropsychology, Organizational Psychology, Police Psychology, Research, Social Exclusion, and Spirituality.

The Library also contains one of the most extensive collections of Adlerian-oriented

books, journals, manuscripts, reprints, thesis and audio-visual resources in the world.

Within the library, the collections of the Adler Athenaeum hold primary and secondary resources on Alfred Adler and Rudolf Dreikurs. This archival center houses manuscripts, correspondence, and theses related to Individual Psychology.

The library can be contacted by telephone: (312)-201-5900, extension 234; by fax: (312) 201-8756 or by e-mail: library@adler.edu.

Psychological Services Center

The Rudolf and Sadie “Tee” Dreikurs Psychological Services Center (PSC) is a full-service, community mental-health counseling center licensed by the State of Illinois Department of Professional Regulation offering a Pre-Doctoral Internship Program in Clinical Psychology that is approved by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The PSC has a dual mission: to provide psychological services to the public and to serve as a clinical training site for the School’s master’s, doctoral, and certificate program students.

The internship is a partially affiliated program, reserving four of its five positions for Adler School students. For more information on clinical training opportunities, e-mail the PSC at psc@adler.edu, or call (312) 201-5900 x248, or (312) 327-0959.

Services provided to the public include psychotherapy, neuropsychological assessment, support groups, parenting classes, consultation, vocational assessment, psychological testing and psychoeducational programs. In addition to its central location on campus, the PSC has a number of satellite locations throughout the Chicago area serving clients in diverse settings such as elementary and secondary schools, correctional facilities, churches, transitional homes, gerontological facilities, and businesses.

The PSC’s programs and services are designed to assist children, adolescents, adults, couples, families, and groups in dealing with personal issues, marital and family problems, depression and anxiety, stress, school adjustments, family conflict, couple distress, grief and loss, substance abuse, and other related personal or psychological issues. Clients come from a wide range of educational, ethnic, economic, and cultural backgrounds.

The PSC’s psychological services are provided by master’s, doctoral, and post-doctoral trainees under the supervision of the School’s core faculty, all of whom are licensed clinical psychologists. Additional supervision may be provided by adjunct faculty or individuals holding supervisory responsibility at satellite locations.

Master’s and doctoral practicum fieldwork, doctoral internships, and post-doctoral training all can be completed through PSC sites. Trainees are matched with sites based on their interests, training and education needs, and abilities. All trainees spend at least some of their clinical time at the central location. PSC training experiences include: providing direct clinical service under supervision; individual, group, and peer supervision; case management and triage meetings; didactic workshops and seminars; and other learning experiences.

Nondiscrimination Policy

The Adler School of Professional Psychology is an Affirmative Action Equal Opportunity Institution committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, political beliefs, disability, or veteran status. The educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all state and federal statutes. In these endeavors, the Adler School promotes nondiscrimination and equal opportunity in the student body, faculty, and staff. The Adler School provides reasonable accommodation to students on the basis of documented disability in accordance with the Americans with Disabilities Act (ADA).

The School maintains policies and procedures to support students in their academic endeavors. Policy statements regarding expectations of student behavior and procedural guidelines for resolution of problems are available to all students and to all members of the School community. Questions, concerns, or complaints regarding School policy and practice or protection against discrimination should be directed to the Vice President of Administration and will be handled according to Adler School procedures.

All individuals have the right to contact the Illinois Department of Human Rights (IDHR) at (312) 814-6200 or TDD (312) 263-1579 and/or the United States Equal Employment Opportunity Commission (EEOC) at (312) 353-2713 or TDD (800) 669-3362. A charge with the IDHR normally must be filed within 180 days after the date that a civil rights violation allegedly has been committed. A charge with EEOC must be filed within 300 days of the alleged incident.

Diversity

The Adler School is strongly committed to honoring individual and cultural diversity among students, staff, and faculty. Its goal is to provide opportunities for everyone to learn and interact in an environment in which racial, cultural, and national heritage, disability status, gender, sexual orientation and age are respected by the Adler School learning community. The curricula of all programs provide the opportunity for students to acquire knowledge, skills, and values related to individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved groups.

Recruitment and retention of a diverse student body is important to prepare students to enter a world in which the understanding of individual and cultural diversity is essential for peace and progress. Student organizations provide support and fellowship for members of diverse and marginalized groups.

Rights Reserved

This Catalog and the contents herein are not to be construed as a binding contract between the Adler School and the student. The Catalog merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

The Adler School reserves the right to refuse to admit or readmit any applicant. Furthermore, the Adler School reserves the right to dismiss any student at any time who fails to give satisfactory evidence of academic or clinical ability, earnestness of purpose, or active cooperation in all requirements for acceptable program completion.

The Adler School reserves the right to change, as necessary and without advance notice, its admission or academic requirements, rules, policies, tuition, fees, curricula, courses, course content, and graduation requirements and to apply such changes to current and new students alike. Course offerings and requirements are continually under examination, and revisions are expected.

General Academic Policies & Procedures

Schedule

The year-round instructional format consists of three semesters. Each credit hour is equal to 14 contact hours of instruction, which is supplemented by appropriate reading, research, study, and other educational activities students are expected to undertake between class sessions. Courses are held during daytime, evening, and weekend hours.

Registration

Term schedules are published online prior to the start of the term. Students may register for courses in person, by mail, or by fax. Registration deadlines are published each term. Continuing students who register after the deadline will be charged a late registration fee. Registrations will not be accepted for students with delinquent accounts.

Registrations are processed according to a priority system based on the student's year of entry. Students wishing to register for more than 15 credit hours in any term must have written approval from the Vice President for Academic Affairs.

Class Attendance

Students are responsible for maintaining regular and punctual attendance at each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than two classes in a semester will receive a grade of "F" (Fail) and must repeat the course. Students whose absence or tardiness in less two classes per semester affects the quality of their work or the work of the class may be given a lower grade. In those instances in which a class is offered on an intensive format (that is, three or fewer class meetings in a semester), missing one class will result in a grade of Fail. Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of No Credit "NC" and be referred to the Training Committee for review.

Students may not register for overlapping classes as this would result in absences from one or both classes.

Course Withdrawal

Requests to drop or withdraw from courses after the first class session must be submitted via an Add/Drop form to the Office of the Registrar. Notifying the instructor or ceasing class attendance does not constitute an official withdrawal. The official date of withdrawal is the date the drop form is received by the Office of the Registrar. Students may not withdraw after the eighth week of a semester course, after the first class session of a 3-day course, or after 50% of the class sessions of a sequential weekend course. Withdrawal from a course requires the approval of the students' academic advisor. If a student withdraws from a course after the withdrawal period, a grade of

“W” (Withdrawal) will appear on their transcript. Students who stop attending class without an official withdrawal will receive a grade of “F” for the course.

A drop fee is charged for withdrawal from each course after the Add/Drop period. Students who withdraw after the beginning of the term may receive refunds in accordance with the established refund policy. Students who are withdrawn due to disciplinary or academic reasons may receive a prorated refund. No refunds will be made when students stop attending class without officially withdrawing from the course.

Full-Time and Part-Time Status

To be considered full-time, Doctoral students must enroll in ten (10) or more credit hours each term. Doctoral students enrolled in between six and nine (6-9) credit hours each term are considered half-time. Doctoral students registered for less than six credit hours are considered less than half-time and are not eligible for federally funded financial aid.

M.A. students must enroll in eight (8) or more credits to be considered full-time. Masters students enrolled in four to seven (4-7) credits are considered half-time, and those enrolled in fewer than four credits are considered less than half-time and are not eligible for federally funded financial aid.

Students registered for practicum, dissertation, or internship satisfy the requirement for full-time study, and are eligible to receive Title IV funding and deferments. Students registered for half-time internship or doctoral dissertation continuation satisfy the requirement for half-time study, and are eligible to receive Title IV funding and deferments. Students carrying a full-time load are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities.

Administrative Withdrawal

Once enrolled, students are expected to maintain satisfactory progress and register each term until completing the program in which they have been admitted. Students who fail to maintain active student status will be administratively withdrawn from the School unless they have previously obtained an approved leave of absence. Administrative Withdrawal will be noted on the student’s transcripts who have been administratively withdrawn. Students who wish to return to their studies must submit a new application for admission no sooner than one year after their dismissal and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Satisfactory Progress

Students must maintain satisfactory academic progress to maintain good academic standing. Students are considered to be making satisfactory academic progress if they are taking a course load that ensures steady movement toward degree completion within the

maximum time limits for degree completion, and if they are meeting academic and clinical standards. All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica, to receive financial aid, and to graduate. In addition, students must successfully complete (“B” grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid.

Masters students must complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the School.

Doctoral students must complete at least eighteen (18) credit hours every twelve months and must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the School. Students enrolled in dissertation or internship, are considered to be maintaining minimum credit requirements for satisfactory academic progress. These requirements constitute the minimum enrollment necessary to be considered in good standing.

Student Conduct and Comprehensive Evaluation

The School requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students’ performance is not limited to grades or grade point average, but includes all factors involved in students’ academic and clinical progress and professional development. Upon entry into the program, all Adler School students are provided with a statement regarding the responsibility and interest the Adler School places upon the multiple aspects of student development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical) in the evaluation of student-trainees. This statement is derived from the recommended policy language for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

All students are required to sign a document indicating that they have received and reviewed this statement. This signed document is retained in the student file to indicate his/her acceptance of the comprehensive evaluation policies employed by the School. In light of this policy, in addition to assigning a grade, instructors also may submit a written evaluation of students’ performance in any or all of the above areas of development and functioning, including strengths, weaknesses, and recommendations for any additional work that may be needed.

Performance in courses, practica, internship, and qualifying examinations assess a broad range of areas of competency, endorsed by professional organizations such as the American Psychological Association and the National Council of Schools and Programs in Professional Psychology, expected of students as they progress toward their degrees. To insure that consistent and structured evaluation of students’ performance in these areas of competency occurs throughout their education and training, the Adler School has developed the Student Learning Outcomes Assessment Program. This program is designed to provide multiple measures of students’ performance in the areas of cognitive,

emotional, psychological, interpersonal, technical and ethical functioning. The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability. Performance in individual classes may not be predictive of performance in clinical training situations or on qualifying examinations. Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors and staff members.

Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. This expectation includes proper acknowledgment and appropriate use of the ideas and written works of others, submission of one's own work to fulfill course requirements, and honesty during the completion of in-class and take-home examinations. Failure to comply with the highest standards of academic integrity and conduct, including plagiarism or receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the School.

A student may be subject to disciplinary action, including dismissal from the School, when excessive course withdrawals or class absences interfere with fulfillment of course requirements, when the student's behavior has been disruptive or is detrimental to the learning environment, when the student's physical health or emotional stability interferes with course work or clinical training, or when the student's conduct has been judged to be in violation of professional or ethical standards.

Students are expected to refrain from engaging in clinical activities which are unethical or unlawful, those for which they are not qualified, or those for which they lack the required credentials. Students shall not maintain a private practice nor engage in rendering psychological services on either a fee or not-for-fee basis unless they are legally and professionally qualified to do so. The phrase "psychological services" is broadly defined to include psychometrics, psychotherapy, counseling, guidance, hypnosis, research, or other related activities.

Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate clinical supervision are subject to dismissal from the School.

Professional psychologists and counselors have a duty of care to the public and to society. This duty makes the assessment of students' clinical competency and suitability of particular importance. The School reserves the right to take disciplinary action including, but not limited to, suspension, placement on probation, or dismissal of a student at any time when a student's academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct will be referred for review by the Clinical Training and/or Student Comprehensive Evaluation Committees.

Students with questions as to whether a particular course of action meets the School's expectations for student conduct may receive guidance from the Director of Training and Community Service or the Director of Student and Alumni Affairs.

Qualifying Examinations

All M.A. degree programs require the successful completion of the M.A. Clinical Qualifying Examination. The Psy.D. degree program requires successful completion of the Doctoral Written Qualifying Examination (for those students who were admitted prior to Fall 2006) or the Community Service Capstone Paper (for those students who were admitted Fall 2006 and after) and the Doctoral Clinical Qualifying Examination. Two attempts at qualifying examinations are permitted. Students who do not pass the Doctoral Written Qualifying Examination (WQE) or Community Service Capstone Paper (CSCP) after the first attempt are referred to their academic advisor to review feedback from the faculty evaluators of the examination and develop a plan for re-taking the examination. Students who fail the WQE or CSCP a second time are subject to dismissal from the doctoral program. Students who fail the M.A. Clinical Qualifying Examination or the Doctoral Clinical Qualifying Examination the first time are referred for review by the Student Comprehensive Evaluation Committee. Students who fail on the second attempt for either examination are subject to dismissal.

Grading System

Traditional letter grades are given for most of the courses offered. A limited number of courses are evaluated on a pass/no pass basis. The grading system is as follows:

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-		2.75
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	n/a
IP	In Progress	n/a
NP	No Progress	n/a
M	Missing Grade	n/a
AU	Audit/No Credit	n/a
W	Withdrawal	n/a
TR	Transfer	n/a

In Progress

A temporary grade of “IP” (In Progress) is given to students who are engaged in practicum, field experiences, independent study, dissertation, or courses in which

completion of work may typically be expected to exceed the end of the term. The “IP” will be removed from the transcript when the final grade has been posted.

No Progress

A grade of “NP” (No Progress) is given to students enrolled in Dissertation Proposal or Dissertation whose work does not indicate that they are making required progress on completion of their dissertation proposal or dissertation. Any student receiving three consecutive grades of NP will be referred to the Student Comprehensive Evaluation Committee for review. The “NP” will be removed from the transcript when the final grade for either Doctoral Dissertation Proposal or Doctoral Dissertation has been posted.

Incomplete

An “I” (Incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete prior to the due date of the final requirement of the class in question.

For an incomplete to be granted, students must file with the Registrar a completed Incomplete Agreement form, approved and signed by the instructor, which states what the student must do to satisfy the course requirements, including the instructor’s grading criteria and the agreed-upon completion date. The maximum time limit for finishing incomplete work is the end of the following term.

Notation of an “I” grade remains on the transcript alongside the final grade following completion of the requirement. Receipt of more than one “I” grade may preclude students from enrolling in subsequent terms and the student may be referred to the Student Comprehensive Evaluation Committee.

If the course work is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the grade “Incomplete” will be changed automatically to an “F” (Fail). Students who receive an “F” will not be allowed to register for the subsequent term and will be referred to the Student Comprehensive Evaluation Committee for evaluation.

Credit/No Credit

A grade of “CR” (Credit) is assigned upon satisfactory completion of professional development seminars, practicum seminars, practicum/internship requirements, a limited number of regular courses, the qualifying examinations, and the doctoral dissertation. A grade of “NC” (No Credit) is assigned upon unsatisfactory performance in practicum or a course offered on a pass/no pass basis. Grades of “CR” are not used in calculating the grade point average; however, grades of “NC” are used in calculating the grade point average and are considered failing grades for the purposes of student assessment.

Audit

Students registered to audit a course will receive, upon successful completion of the course, a designation of “AU” on their transcripts which signifies neither credit nor a grade. After an audited course is completed, it cannot be changed to credit at a later time.

Grade Corrections

Once a grade has been recorded on the student transcript, additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students must file a written petition with the Registrar. The Registrar will conduct a review of the circumstances and make a determination as to whether the original grade should be changed.

Students who may have disputes over the assignment of grades are encouraged to speak with the faculty member directly. If the student feels that a satisfactory solution has not been provided, the student should discuss the grievance with their faculty advisor. If the grievance is still unresolved, the student should proceed to the formal institutional grievance procedures. Guidelines and information about the grievance policies may be obtained from the Director of Student and Alumni Affairs.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

Academic Standards

Students whose grade point average falls below a “B” (3.0) or who have received two grades of “C” or “I”, or a single grade of “NC”, “D”, or “F” will be referred to the Student Comprehensive Evaluation Committee. The Committee will conduct a review of the student’s records, which may include a meeting with the student, and make recommendations regarding the student’s standing. Such recommendations may include, but are not limited to, academic probation with a remediation plan or dismissal from the School.

Only two grades of “C” and no grades of “D”, “F”, or “NC” may be counted toward completion of degree requirements. A maximum of six (6) credit hours may be repeated to remediate deficient grades and, thus, qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

Students who receive more than any combination of six (6) credit hours of “C” or who receive a single grade of “NC”, “D”, “F” in any course or program requirement are subject to immediate dismissal.

Leave of Absence

Students may request a Leave of Absence due to illness or other extenuating circumstances by completing a Leave of Absence form and submitting it to their faculty advisor. Leave of Absence forms must be signed by the student’s faculty advisor as well as the Director of Student and Alumni Affairs. Signed forms must be submitted to the

Registrar's Office. A Leave of Absence may be granted for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training and Community Service prior to submission of the form to their faculty advisor. The Leave of Absence will be noted on the student's transcript for each approved term until the student returns to school. Time approved for a Leave of Absence does not impact the maximum time allowed for degree completion.

Students who do not return from a Leave of Absence by the agreed upon term will be administratively withdrawn from the School. In order to be readmitted, administratively withdrawn students must submit a new application for admission no sooner than one year after the date upon which they were dismissed and, if admitted, must follow the program requirements in effect at the time of the new admission.

Professional Writing Skills

Students entering the field of professional psychology or counseling must demonstrate excellent communication skills in order to effectively perform their responsibilities. The ability of students' to convey ideas and information effectively in writing is evaluated throughout their education and training. Students identified by an instructor or a practicum site supervisor as demonstrating deficiencies in their writing skills may be required to enroll in and successfully complete a non-credit course in professional writing. Notification of such requirement to a student will be made by the Director of Student and Alumni Affairs. A student notified of such a requirement must enroll for the required writing course in the following term. A student who demonstrates continued writing deficiencies after one term of the course may be required to enroll a second time. Students who fail to complete the required course will be referred for review to the Student Comprehensive Evaluation Committee.

Admissions Policies & Procedures

Admission Requirements

The Adler School of Professional Psychology seeks to admit individuals who will contribute to a diverse student body representing a wide range of professional interests, ethnic and cultural backgrounds, varied academic and work histories, and broad geographic exposure.

All applicants for admission to graduate-level degree programs and specializations must have at least a baccalaureate degree from a college or university which is regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. In addition, all applicants must fulfill the minimum admission requirements for the program they choose, as detailed in the program descriptions presented in this Catalog, and must demonstrate acceptable proficiency in spoken and written English. Applicants nearing completion of a baccalaureate degree may apply for early admission contingent upon successful completion of the undergraduate degree.

Possession of the minimum requirements does not ensure admission. The School reserves the right to admit or deny admission based on the professional judgment of the faculty and administration involved in the admissions process.

Application Deadlines

Priority Deadlines

The Adler School employs a rolling admissions process. While applications are accepted throughout the year, priority deadlines are in place for the doctoral program (see Psy.D. program grid). Programs fill early so applicants are strongly encouraged to begin the application process at least six to twelve months before their desired term of entry.

Applicants seeking admission to the Psy.D. program for the Fall term should submit a complete application by the priority deadline of February 15th in order for interviews to be scheduled and notification of acceptance to be completed by April 1. Those who are admitted must notify the Admissions Department no later than April 15 of their intent to matriculate in the subsequent Fall term. Space permitting, applications submitted after the deadline will be accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria. These criteria state that acceptance of an offer of admission that is given or left in force after April 15 commits students to not solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made. The February 15th deadline does not apply to certificate and master's level programs.

Program	Priority deadline	Term of entry
Psy D	February 15th November 1st	Fall Spring (January)
MA in Counseling	Rolling	Fall and Spring
MA in Organizational Psychology	Rolling	Fall Entry Only

MA in Counseling Art Therapy	Rolling	Fall and Winter
MA in Marriage and Family Counseling	Rolling	Fall and Winter
MA in Police Psychology	Rolling	All
Specializations	Rolling	All

Application Process

Applicants begin the admission process by submitting the following:

- A completed Adler School Admissions Application Form;
- A typed 500-word autobiographical essay/personal statement;
- A non-refundable \$50.00 application fee;
- Three (3) letters of recommendation, using Adler recommendation form (found in application packet)
- Official Transcript from each undergraduate and graduate school attended

Application forms can be obtained from the Office of Admissions or from the Adler School web site at www.adler.edu. Official transcripts must be sent directly to the Office of Admissions. Non-English transcripts must be translated into English by a professional translation service.

When all materials required for application have been received, applicants' completed files will be reviewed and evaluated by the Admissions Committee. Applicants whose materials are acceptable as determined by this review will be invited to interview with a member of the Adler School core faculty. Students transferring from other graduate degree programs to seek admission to the Adler School must submit a letter from the Dean of their previous program stating that they are in good standing and free from academic or disciplinary inquiry or action.

Evaluation of Applicants

Applicants are evaluated on many factors including but not limited to; past academic performance, content and clarity of written communication, letters of recommendation, personal and professional presentation in the interview process; prior work and/or volunteer experience, integrity, motivation, and ethical standards. Following completion of the admissions process, applicants will be notified in writing of the admission decision. The submission of false or incomplete information on the application form or on other credentials may result in denial of admission and/or termination of enrollment. The Adler School's admission decision is final and is not subject to appeal. Additionally, it is the policy of the Adler School that the rationale for admissions decisions is confidential and not discussed with the applicant.

Provisional Admission

Successful applicants may be admitted with full standing or provisionally at the sole discretion of the Admissions Committee. Provisional admission may be granted when applicants do not meet the requirements for full admission but demonstrate exceptional

motivation or other qualifications as well as a willingness to comply with additional conditions specified by the Admissions Committee.

Provisional status will be noted in the students' academic file until criteria for full standing have been met. Students will be notified in writing when full admission has been granted. It is the responsibility of students to actively pursue completion of admission conditions and to submit documentation that conditions have been met. Students who do not satisfy the conditions set forth to achieve full admission will not be allowed to continue in the program.

Acceptance of Admission

Applicants who are offered admission to an Adler School program have thirty days or until the priority deadline notification for PsyD to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (PsyD students) or \$250 (MA and Specialization students) nonrefundable tuition deposit which will be credited toward payment of the first term's tuition and fees. Applicants for admission may receive a refund of the tuition deposit if a letter requesting cancellation is received within five working days after their statement of acceptance is received by the School; otherwise, admitted applicants who choose not to enroll shall forfeit their deposit.

If a statement of acceptance is not received from applicants within the stated deadline the offer of admission will no longer be valid, and the applicants' files will be inactivated.

Deferring Admission

Students who have been fully admitted into a degree program may defer their admission for one year after their original term of admission. To defer admission, the student must have their statement of acceptance along with the appropriate tuition deposit on file with the Office of Admissions. Students may not defer for more than one year. Students that defer admission but do not matriculate must reapply for admission by sending a new Admission Application, \$50 application fee, 3 letters of recommendation and all official transcripts as outlined in Admissions Process section of the current catalog. The Office of Admissions does not maintain student files for students who do not enroll by their intended start date.

Applicants who do not matriculate into a degree or certificate program do not have the right of access to their admission files.

International Applicants

International applicants must submit a completed application as outlined above. In addition, any applicant where English is not their first language, must submit scores from the Test of English as a Foreign Language (TOEFL). Scores should be sent directly to the School by the testing service. The Adler School's code number for receiving test scores is 1147. Applicants who have taken the paper-based TOEFL must receive a minimum score of 550. Those who have taken the computer-based TOEFL must have a minimum score of 213. Students taking the Internet-based TOEFL must have a minimum

score of 79. Students that have earned a Bachelors or Masters degree in an accredited program in the United States will not be required to take the TOEFL.

Applicants educated outside of the United States should contact the Office of Admissions as early as possible to obtain additional forms that may be required for document translation. International applicants must also submit documentation of sufficient financial resources to complete the program and provide for living expenses while attending the Adler School. Once enrolled in the program, students must pay tuition and fees at the time of registering for classes. International students will not be allowed to register for classes if they have an outstanding balance which jeopardizes the student's ability to remain in the US under their F-1 student visa.

Students that have been accepted into a degree program at the School, will be issued an I-20 upon receipt of their Statement of Acceptance and the appropriate tuition deposit. Students should allow enough time for securing an F-1 student visa in their country for travel to the US. It is the student's responsibility to provide the Office of Admissions with a current foreign address **and** mailing address if different, along with the intended US address. I-20s cannot be mailed to Post Office Box numbers.

Once the student arrives on campus, they must notify the Office of Admissions of their arrival and update their US address. I-20s cannot be updated with Homeland Security until we receive this information.

International Students must have their I-20s updated each year they are in attendance at the School. Students must maintain full-time status each term as outlined by the school for their program. If the student has extenuating circumstances that require that they are enrolled less than full-time, the student must request an exception from the Director of Student and Alumni Affairs. If an exception is given, then the Director will issue a letter to be used to update the student's SEVIS record and to accompany the student's I-20.

Students should not attempt to enter the United States without their current and updated I-20.

Although the School does not provide financial assistance for International Students in the form of financial aid or tuition reduction, students are eligible for Adler Scholarships unless otherwise noted.

Students-at-Large

Students matriculating under the status "student-at-large" (SAL) fill one of three categories. In each case, these students are not degree seeking students, but will receive credit for each course taken up to the maximum credits permitted. Students who are considering application to a degree or certificate program at Adler may take a maximum of nine (9) credit hours of courses as students-at-large as long as they meet the minimum eligibility for admission. Persons interested in registering as students-at-large must complete the SAL Application process as outlined below, and be approved by the Admissions Committee prior to registering for courses. Those who later seek admission to a degree or certificate program will not be required to pay an additional application fee for the admissions application, but will be required to submit additional information as is required to make that degree program application complete. Students-at-large are not eligible for Financial Aid.

Students-at-large must comply with course prerequisites as given in the School Catalog and other requirements for courses taken and may not enroll in courses which are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit usually will apply toward completion of program requirements for SAL who are admitted at a later date; however, successful completion of course work as an SAL does not guarantee admission to a degree or certificate program. An SAL whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine (9) credit hours of course work, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Credits earned as students-at-large cannot be used to improve grade point averages as an entry into a program.

Student-at-Large - Currently enrolled in graduate program other than Adler

Students that are currently enrolled in a graduate degree program in an accredited program and wish to take a class offered at Adler must submit a completed application for admission, non-refundable \$50 application fee, along with official transcripts from their current graduate program. Applications will be reviewed by the Admissions Committee, and will not be allowed to register until they have been approved for admission as an SAL. Graduate students in psychology-related degree programs at other regionally accredited institutions bear the responsibility of verifying with their home institutions whether Adler courses will be transferred back and accepted for credit.

Student-at-Large / Non-Degree Seeking Student

Students who wish to take classes for personal pursuit not related to a degree program or qualified graduate students and mental health professionals may be admitted as student-at-large and must follow the general guidelines for SAL. Qualified mental health professionals may take courses as non-degree-seeking students for continuing education credit or for professional enrichment as long as they meet the minimum eligibility for admission.

A maximum of 9 credits or the equivalent in continuing education hours may be earned by non-degree-seeking students. Courses taken by non-degree-seeking students will not apply toward completion of program requirements if the individuals are later admitted to a degree or certificate program.

Non-degree-seeking students must meet all course prerequisites and all other requirements for courses taken. Individuals who have been denied admission to a graduate program at the Adler School will not be permitted to enroll as non-degree-seeking students.

Persons interested in registering as non-degree-seeking students must submit an application for non-degree-seeking student status along with an official copy of a transcript showing conferral of a baccalaureate or graduate degree.

Graduate students of other institutions pursuing non-degree-seeking status at Adler may be asked to provide approval of their department chairperson to register for specific courses. Non-degree-seeking students are not eligible for Financial Aid. Applicants must submit a completed application form, non-refundable \$50 application fee, and official transcripts from all undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and prospective students will not be allowed to register until they have been approved for admission as a non-degree seeking SAL.

Changing or Adding Programs

Psy.D. students who wish to complete a Master's degree program and M.A. students who wish to change from one Adler Master's degree program to another or must request permission to do so. Application forms can be obtained from and are submitted to the Admissions Office when completed. No additional application fees are required.

Students must satisfy admission requirements for the degree or certificate program at the time of application to the new program. Students whose applications are accepted, as determined by review of the Admissions Committee, will be notified in writing of the decision of the Admissions Committee regarding the application to the new program.

Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program.

Master's degree students who wish to apply to the Psy.D. program must have completed at least thirty (30) credit hours of graded course work and be actively engaged in a practicum before applying. Letters of recommendation from Adler faculty and practicum supervisors and an interview with doctoral core faculty will be required. Students from MA programs who have been accepted to the doctoral program must complete all requirements for their MA degree no later than one year after acceptance.

Readmission

Applicants who have been accepted for admission but fail to matriculate within one year or previously enrolled students who do not register for courses for a period of one year must submit a new application for admission and will be evaluated according to current admission requirements. If readmitted, applicants/students will be subject to program requirements in effect at the time of the new application. This applies to students who seek to return to the School following an approved leave of absence, withdrawal in good standing, or other absence.

Transfer Credit

Students accepted for admission may be granted transfer credit for graduate level courses previously taken at another accredited institution. No credit hours may be transferred into a certificate program. A maximum of twelve (12) credit hours may be transferred into a M.A. program. A maximum of twenty-four (24) credit hours may be transferred into the Psy.D. program.

A request for transfer credit is considered only after students have been accepted

into a program and have submitted the appropriate paperwork. Please refer to the Office of Admissions for information regarding transfer credit applications and deadlines.

Graduate courses from regionally accredited institutions that are equivalent to courses required in the students' degree program at Adler and in which students have earned grades of "B" or better may be considered for transfer credit. Electives and clinical training credits are not eligible for transfer credit. Coursework taken more than five years prior to enrollment will not be accepted for transfer credit. Credit hours granted for transferred courses are based on credit hours granted for the equivalent course at Adler.

Transfer of Credit forms are available from the Registrar's Office. A fee is assessed for each course evaluated for transfer credit eligibility.

Tuition & Financial Aid

2006-2007 Tuition and Fees Schedule

Financing your graduate education is an important part of your graduate school planning. Therefore, it is important to us that we are available to work with you throughout the financial aid process. The following Schedule of Tuition and Fees is effective as of **September 1, 2006**. The school reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

Tuition and Fees - Chicago Students

Admissions Fees & Deposits

Admissions Application Fee	\$50
Deposit (non-refundable) – MA programs	\$250
Deposit (non-refundable) – PsyD program	\$500

Tuition

Tuition (per credit Hour)	\$690
Tuition – Audit (per credit hour)	\$345
Tuition – Dissertation (per credit hour)	\$690
Tuition – Internship (per credit Hour)	\$690
Tuition – Qualifying Exam Fee	\$690
Tuition & Fees – MAPP Program Credit Hour	\$840

Doctoral Dissertation Continuation	\$1380
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Registration-based fees

Fee - Dissertation Defense	\$350
Fee - Professional Liability Insurance (per term practicum/internship)	\$50
Fee – Student Activity (per term)	\$160
Fee – Qualifying Exam	\$690

Degree Completion Fees

Graduation Fee (non-refundable)	\$100
Commencement Fee (non-refundable)	\$200
Continuing Education Certificate Processing	\$25

Other Fees

Course Drop (per form)	\$30
Late Payment (per occurrence)	\$100
Late Registration (per occurrence)	\$75
Returned Check (per occurrence)	\$50
Testing Kit (per occurrence)	\$75
Official Transcript	\$10
Transfer/Waiver Credit Evaluation (per course)	\$150

Tuition and Fees – Vancouver Students

Admissions Fees & Deposits in Canadian Dollars

Admissions Application Fee	\$50
Deposit (non-refundable) – MA programs	\$250
Tuition	
Fee – Per credit hour -	\$506
Fee - Audit – per credit hour -	\$253
Fee - Qualifying Exam Fee -	\$700
Registration Based Fees	
Fee – Student Activity/Library Fee (per term)	\$125
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add/Drop Fee (per occurrence)	\$30
Fee – Returned Cheque (per occurrence)	\$50

Vancouver Campus accepts cheques, Mastercard, Visa, and American Express.

Changes in tuition and fees apply to current and new students. Students may pay tuition and fees by check or money order made payable to the Adler School of Professional Psychology. The School accepts Visa, MasterCard, Discover, and American Express credit cards. Unless otherwise indicated, tuition and fees are listed in U.S. dollars, and remittance must be made in U.S. dollars.

Payment Schedule

Tuition and fees are due and payable in full at the time of registration. Payments made to the School are first applied against any previously existing balance, then to current charges.

Students are responsible for all tuition, cost of texts, and fees at the time due regardless of pending employer or third-party reimbursement, unless other financial arrangements have been made. Students approved for financial aid funds are exempt for the amount of aid anticipated, until those funds are disbursed.

Students whose financial accounts are delinquent are not in good standing and are not eligible to register for subsequent terms, begin a practicum or internship, obtain transcripts, or graduate until all outstanding balances are paid in full. The School retains the right to administratively withdraw students whose accounts are past due, and to charge all associated fees.

Tuition Refunds

Students who have officially withdrawn from the School or specific courses may receive a tuition refund within 14 days of receipt of the official withdrawal form. Refunds will be based upon the total charge incurred rather than the amount paid by the

students.

The percentage of tuition refunded, excluding the nonrefundable tuition deposit and all other fees, is determined in accordance with the following schedule:

Fifteen-Week Term - Refund Schedule

By the last day (Sunday) of the first full week of class	100%
After the first full week of class, but before the last day of the second week	50%

Intensive / Weekend Course - Refund Schedule

Before the first session of the course	100%
Before the second session of the course	50%

No further refunds provided for intensive or weekend courses.

Vancouver Refund Policy

To initiate a refund, written notice must be provided:

- (a) By a student to the institution when the student withdraws, or
- (b) By the institution to the student where the institution dismisses a student.

Refund entitlement is calculated on the total fees due under the contract, less the applicable non-refundable application or registration fee. Where total fees have not yet been collected, the institution is not responsible for refunding more than has been collected to date and a student may be required to make up for monies due under the contract.

(a) Refunds before the program of study begins:

- (i) If written notice of withdrawal is received by the institution less than seven (7) calendar days after the contract is made, and before the start of a program of study, the institution may retain the lesser of 10% of the total fees due under the contract or \$100.
- (ii) Subject to subsection (a) (i), if written notice of withdrawal is received by the institution thirty (30) calendar days or more before the start of a program of study, the institution may retain 10% of the total fees due under the contract.
- (iii) Subject to subsection (a) (i), if written notice of withdrawal is received by the institution less than thirty (30) calendar days before the start of a program of study, the institution may retain 20% of the total fees due under the contract.

(b) Refunds after the program of study starts:

- (i) If written notice of withdrawal is received by the institution, or a student is dismissed, within 10% of the program of study's duration, the institution may retain 30% of the total fees due under the contract.
- (ii) If written notice of withdrawal is received by the institution, or a student is dismissed, within 30% of the program of study's duration, the institution may retain 50% of the total fees due under the contract.
- (iii) If a student withdraws or is dismissed after 30% of the program of study's duration, no refund is required.

Fort Wayne – Refund Schedule

The Indiana Proprietary Education Commission (IPEC) requires that all educational programs operating in the state of Indiana utilize and publish the following Refund Policy. Adler School students taking classes in Fort Wayne, IN are subject to this refund policy. The exact language from the IPEC follows. In this instance, the “institution” refers to the Adler School.

Adler School will make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

A student is entitled to a full refund if one (1) or more of the following criteria are met:

- The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
- (B) The student does not meet the institution's minimum admission requirements.
- (C) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the institution.
- (D) If the student has not visited the institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.
- (2) A student withdrawing from an instructional program, after starting the instructional program at the institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
- (3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
- (4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
- (5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
- (6) A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

Veteran's Benefits

Students who receive U.S. veteran's benefits will follow the regulation under Title 38, Sections 1651 and 1701, of the State Approval Agency for Veteran's Education.

Financial Aid

The Adler School of Professional Psychology is approved by the Department of Education to award federal student aid to eligible students. In addition to our participation in Title IV Federal Assistance program, we have many options available to students to help offset expenses while attending school. Eligible students have the following options to choose from:

- Federal Stafford Loans
- Federal Work Study
- Scholarships
- Alternative Loans (Available to U.S. and International Students)

In order to be awarded financial assistance through the Office of Financial Aid, a student must have a completed financial aid file and must meet all eligibility requirements. Students can begin the process of completing their financial aid file by submitting a Free Application of Federal Student Aid (FAFSA) to the Department of Education and by submitting an Institutional Application to the Office of Financial Aid. For priority consideration students should have application materials submitted by the following dates:

Fall Term: July 15th
Spring Term: November 15th

Eligibility

To apply for federal loan and work-study funds a student must meet the following criteria:

- Citizen, national, permanent resident, or other eligible non-citizen of the United States.
- Demonstrate financial need as defined by the U.S. Department of Education for Title IV funding.
- Enrolled at least half-time in a program leading to a degree or certificate.
- Maintain Satisfactory Academic Progress.
- Comply with Selective Service registration.
- Not be in default on any educational loan and not owe a refund on a grant or loan at any institution.

- Have not been convicted of a drug offense (see question 35 of the FAFSA for more details).

Types of Aid Available

Federal Stafford Loan

The Federal Stafford Loan provides the most attractive choice among loan options for most student borrowers. Two types of loans are offered through the Federal Stafford Loan program:

- ***Subsidized***
The subsidized loan is based on need, and the government pays the interest while the student is enrolled on at least a half-time basis.
- ***Unsubsidized***
The unsubsidized loan is a non-need-based loan for educational expenses. The student is responsible for the interest upon disbursement.

Federal Work-Study (Part-Time Work)

The Federal Work-Study program provides an excellent opportunity for you to earn money from part-time work. Under this program, the federal government pays a portion of your wages and the Adler School contributes the remainder. This makes Federal Work-Study eligible students particularly attractive to campus departments that have job openings for students.

Under the Federal Work-Study program, you may work up to 20 hours per week during the Fall, Spring, and Summer semesters. During school breaks you may work up to 40 hours per week. All hiring is done on a term-by-term bases.

Scholarships

The Adler School of Professional Psychology offers scholarships based on academic achievement, financial need, and community involvement. Scholarships are available to both new and returning, U.S. and international students. Students should contact the Office of Financial Aid for applications and further information.

Alternative Loans

Alternative loans are available to U.S. and International students. When applying for an alternative loan, students should note that approval is based upon the student's credit rating and interest rates vary. For more information, contact the Office of Financial Aid.

Academic Standards of Progress

In order to participate in Title IV federal assistance while in school, the government requires that students maintain minimum requirements in order to remain eligible to receive aid. At the Adler School of Professional Psychology, students are required to maintain the following:

- 3.0 cumulative GPA for all course work attempted
- Complete at least 70% of course work attempted. A credit is successfully completed when the student earns a grade of A, B, C, D or . Incomplete (“I”) grades do not count until changed to A, B,C, D, or P. It is the student’s responsibility to notify the Office of Financial Aid once an “I” has been changed to an A, B, C, or P.

If a student falls below either of these standards, the student will be placed on Academic Probation for one semester. If a student does not meet both of these standards by the end of the probation term, the student will lose his or her eligibility to receive financial assistance until the standards are met.

If there are extenuating circumstances involved with a student not meeting the Academic Standards of Progress, a student may appeal their status and request to be re-instated. The appeal form is available in The Office of Financial Aid.

International Students

International students are eligible to receive alternative loans while attending the Adler School of Professional Psychology. Alternative loans are approved based on credit ratings. Students should also contact their appropriate government and provincial agencies to find out about additional sources of aid to help offset expenses while completing their course work. International student are encouraged to contact the Office of Financial Aid to obtain further information.

Canadian Student Loans Program

The mission of the Canada Student Loans Program (CSLP) is to promote accessibility to post-secondary education for students with a demonstrated financial need by lowering financial barriers through the provision of loans and grants, and to ensure Canadians have an opportunity to develop the knowledge and skills to participate in the economy and society. Information can be obtained at:

www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/cslp.shtml

M.A. in Counseling Psychology

The Master of Arts (M.A.) in Counseling Psychology program is designed to provide students with a foundation in theories and methods of counseling psychology with hands-on, practical, supervised training in counseling psychology techniques. The program offers the best features of traditional (M.A.) training programs coupled with Adler School's emphasis on the education and training in socially responsible practice. This broad-based program usually takes full-time students at least two years to complete. Graduates of the program are prepared for entry-level professional work in a variety of human service agencies and organizations in the public or private sector. This degree program also is designed to provide a foundation for those who plan to pursue the Doctor of Psychology (Psy.D.) degree at the Adler School. This degree program satisfies the academic and pre-degree training and education requirements for the Licensed Clinical Professional Counselor (LCPC) credential in the State of Illinois, and all requirements for the Licensed Professional Counselor (LCP) in the State of Illinois. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org/>

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of no less than "C" or better in each course. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and psychometrics or tests and measures.

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

Successful completion of the following courses is required for this degree:

- *200 Professional Development Seminar I 1 cr.
- *201 Professional Development Seminar II 1 cr.
- *202 Community Service Practicum I 1 cr.
- *203 Community Service Practicum II 1 cr.
- 350 Community Psychology & Mental Health 3 cr.
- 402 Introduction to Adlerian Psychology and Psychopathology 3 cr.
- 431 Child Guidance & Parenting 1 cr.
- 432 Child Guidance & Parenting Group Supervision 1 cr.

- 438 Introduction to Addictive Disorders 3 cr.
 *472 Basic Intervention & Assessment Skills 3 cr.
 497 Research Methods 3 cr.
 *505 Professional Development, Issues & Ethics 3 cr.
 502 MA Practicum Seminar I 1 cr.
 503 MA Practicum Seminar II 1 cr.
 506 MA Practicum I 1 cr.
 507 MA Practicum II 1 cr.
 *520 Theories of Psychotherapy 3 cr.
 569 Lifestyle & Career Development 3 cr.
 623 Life Span Development 3 cr.
 *641 Social Psychology & Individual Differences 3 cr.
 *648 Biopsychosocial Bases of Health & Dysfunction I 3 cr. **or**
 649 Biopsychosocial Bases of Health & Dysfunction II 3 cr.
 671 Structural & Sociocultural Bases of Health & Dysfunction 3 cr.
 Basic Intervention Elective – 3 Hours chosen from 335 Cognitive Behavioral Therapy,
 663 Effective Marriage & Family Counseling, **or** 337 Group Psychotherapy
 Intervention Elective - 3 Hours chosen from a menu of intervention classes.
- 995 M.A. Clinical Qualifying Examination 0 cr.

* = Required before beginning practicum

Total Credit Hours: 52

Practicum

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Clinical training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry level practice at graduation. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their second practicum.

First year students will spend 6-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 150 clock hours of Community Service Practicum is required. Students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in

Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available from the Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

200 Professional Development Seminar 1 cr.
641 Social Psychology & Individual Differences 3 cr.
623 Life Span Development 3 cr.
402 Introduction to Adlerian Psychology & Psychopathology 3 cr.

Credits = 10

Spring Term

201 Professional Devel. Sem. 1 cr.
648 Biopsychosocial Bases of Health & Dysfunction I 3 cr. **or** 649 Biopsychosocial Bases of Health & Dysfunction II 3 cr.
520 Theories of Psychotherapy 3 cr.
202 Community Service Practicum I 1 cr.
431 Child Guidance & Parenting 1 cr.

Credits = 9

Summer Term

203 Community Service Pract. II 1 cr.
505 Professional Development, Issues & Ethics 3 cr.
350 Community Psychology & Mental Health 3 cr.
472 Basic Intervention & Assessment Skills 3 cr.

Credits = 10

YEAR TWO

Fall Term

502 MA Practicum Seminar I 1 cr.
506 MA Practicum I 1 cr.
Basic Intervention Elective 3 cr.
671 Structural & Sociocultural Bases of Health & Dysfunction 3 cr.
432 Child Guidance & Parenting Supervision 1 cr.

Credits = 9

Spring Term

503 MA Practicum Seminar II 1 cr.
507 MA Practicum II 1 cr.

Intervention Elective 3 cr.
569 Lifestyle & Career Development 3 cr.
Credits = 8

Summer Term

497 Research Methods 3 cr.
438 Introduction to Addictive Disorders 3 cr.
995 MA Clinical Qualifying Examination 0 cr.
Credits = 6

Total Credit Hours: 52

Graduation Requirements

1. Satisfactory completion of 52 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

M.A. in Counseling Psychology: Art Therapy (MAT)

The Master of Arts in Counseling Psychology: Art Therapy program combines core counseling education and training, the theories and techniques of Alfred Adler, and education and clinical training in the field of art therapy. The American Art Therapy Association (AATA) and the State of Illinois approved this program in 1999. The program requires 61 credit hours of courses, which includes 700 hours of practicum under at least partial supervision of a registered art therapist (ATR). The program can be completed in two years.

This program provides students with the academic and pre-degree clinical experiences required to apply for registration as an art therapist and also to be licensed (LPC and LCPC) by the state of IL. Art therapists work in a wide variety of clinical and educational settings, including hospitals, schools, wellness centers, children's agencies, correctional facilities, and geriatric settings.

Following the degree, a graduate may apply to become a Registered Art Therapist (ATR). The ATR requires an additional 1,000 hours of supervised, direct client contact using art therapy beyond those earned during the degree program. One hour of supervision is required for every 10 hours of direct client contact. A minimum of five hundred (500) hours of this work experience must be supervised by an ATR. Up to five hundred (500) hours may be supervised by another licensed professional. Once you become ATR, you may apply to sit for the Board Certification exam (BC).

The graduates of this program can also sit for the Licensed Professional Counselor (LPC) exam. To apply to take the Licensed Clinical Professional Counselor (LCPC) exam the graduate of this program must first pass the LPC and also do 3,360 hours of **paid**, supervised, direct client contact using counseling/art therapy.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve (12) semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and psychometrics or tests and measures.
- Eighteen (18) semester credit hours – or twenty-seven (27) quarter hour credits – in-studio art which demonstrates proficiency and disciplined commitment in art creation.
- Approved applicants will be invited to a personal interview and will be asked to bring a portfolio of original artwork, demonstrating competence with art materials, as a final step in the application process.

Degree Requirements

Successful completion of the following courses is required for this degree:

- *200 Professional Development Seminar I 1 cr.
- *201 Professional Development Seminar II 1 cr.
- *202 Community Service Practicum 1 cr.
- *203 Community Service Practicum 1 cr.
- *344 Historical & Theoretical Perspectives of Art Therapy 3 cr.
- *345 The Use of Art in Assessment, Diagnosis & Treatment Planning 3 cr.
- 346 The Use of Art in Group & Addiction Counseling 3 cr.
- 350 Community Psychology/Mental Health 3 cr.
- 402 Introduction to Adlerian Psychology and Psychopathology 3 cr.
- 431 Child Guidance & Parenting 1 cr.
- 432 Child Guidance & Parenting Group Supervision 1 cr.
- 438 Introduction to Addictive Disorders 3 cr.
- *450 Child & Adolescent Development & Art Therapy 3 cr.
- 451 Socio-Cultural & Systemic Perspectives in Art Therapy 3 cr.
- 452 Theories & Methods of Intervention in Art Therapy I 3 cr.
- *453 Theories & Methods of Intervention in Art Therapy II 3 cr.
- 466 Art Therapy Studio: Professional Development 3 cr.
- 467 MAT Practicum Seminar I 1 cr.
- 468 MAT Practicum Seminar II 1 cr.
- 472 Basic Intervention & Assessment Skills 3 cr.
- 480 MAT Practicum I 1 cr.
- 481 MAT Practicum II 1 cr.
- 497 Research Methods 3 cr.
- *505 Professional Development, Issues & Ethics 3 cr.
- 514 Life Style Assessment & Diagnosis 3 cr.
- 520 Theories of Psychotherapy 3 cr.
- 648 Biopsychosocial Bases of Health & Dysfunction I **or** II Biopsychosocial Bases of Health & Dysfunction II 3 cr.
- 995 MA Clinical Qualifying Examination 0 cr.

* = Required before beginning practicum

Total Credit Hours: 61

Practicum

An integral part of all Master's programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on

developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Clinical training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry level practice at graduation. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their second practicum.

First year students will spend 6-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 150 clock hours of Community Service Practicum is required. Students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Clinical Training and Community Service works in collaboration with students to identify and approve clinical experiences which meet the standards and requirements of the program.

Curriculum Sequence

YEAR ONE

Fall Term

346 The Use of Art in Group & Addiction Counseling 3 cr.
402 Introduction & Psychodynamics of Adlerian Psychology 3 cr.
438 Introduction to Addictive Disorders 3 cr.
200 Professional Development Seminar 1 cr.

Credits =13

Spring Term

201 Professional Development Seminar 1 cr.
450 Child & Adolescent Development & Art Therapy 3 cr.
466 Art Therapy Studio: Professional Development 3 cr.
505 Professional Development, Issues & Ethics 3 cr.
350 Community Psychology/Mental Health 3 cr.
202 Community Service Practicum 1 cr.

Credits = 14

Summer Term

472 Basic Intervention & Assessment Skills 3 cr.
345 The Use of Art in Assessment, Diagnosis & Treatment Planning 3 cr.
453 Theories & Methods of Intervention in Art Therapy II 3 cr.
203 Community Service Practicum 1 cr.

431 Child Guidance & Parenting 1 cr.

Credits = 11

YEAR TWO

Fall Term

432 Child Guidance & Parenting Group Supervision 1 cr.

452 Theories & Methods of Intervention in Art Therapy I 3 cr.

452 Socio-Cultural & Systemic Perspectives in Art Therapy 3 cr.

520 Theories of Psychotherapy 3 cr.

480 MAT Practicum I 1 cr.

467 MAT Practicum Seminar I 1 cr.

Credits = 12

Spring Term

648 Biopsychosocial Bases of Health & Dysfunction I **or** Biopsychosocial Bases of Health & Dysfunction II 3 cr.

514 Life Style Assessment & Diagnosis 3 cr.

497 Research Methods 3 cr.

481 MAT Practicum II 1 cr.

468 MAT Practicum Seminar II 1 cr.

Credits = 11

Summer Term

995 MA Clinical Qualifying Examination 0 cr.

Total credit hours: 61

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades (or 6 credit hours) of "C".
4. Successful completion of the Master's Clinical Qualifying Exam (MCQE).
5. Successful portfolio review.
6. Completion of application for Graduation and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology: Art Therapy.

Concentration/Post-Master's Certificate in Art Therapy Counseling (CAT)

The Concentration or Post-Master's Certificate in Art Therapy Counseling (CAT) combines presentation of the theories and techniques of art therapy with supervised practicum experience to provide students with training in the use of art in counseling. Students enrolled in a degree program at the Adler School may graduate with a concentration in Art Therapy. Post-Master's students are awarded a certificate. In accordance with the Education Standards of the American Art Therapy Association (AATA), this Concentration/Certificate program requires a minimum of 15 hours of full-time study, or the equivalent on a part-time basis, from entry to completion. A 700-hour practicum in art therapy under partial supervision of a registered Art Therapist (ATR) is required.

Graduates of this program must complete 1,500 hours of supervised work as an art therapist in order to apply for registration as an art therapist (ATR).

Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology or a related field from an accredited institution, or have the equivalent academic preparation from an institution outside the United States.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The CAT requires each student to submit a portfolio of original artwork, before admission to the program, that demonstrates competence with art materials.
- The CAT shall require that each student admitted to this program successfully complete requirements not later than twelve (12) months after entering the program (and including credits taken before admission).
- A minimum of eighteen (18) semester credit hours – or 27 quarter-hour credits – of study in studio art which demonstrates proficiency and disciplined commitment in art-making.
- Equivalency of some non-academic studio art experience or art therapy based coursework (270 hours) may be substituted for the required hours of study in studio art at the discretion of the MAT Program Director. However, it is imperative that the applicant evidences a range of experience using a variety of art materials and processes.

Approved applicants will be invited to a personal interview and will be asked to bring a portfolio of their artwork as the final step in the application process.

Concentration/Certificate Requirements

The following courses are required for the Concentration/Certificate program. In addition, students in this program will be required to submit a portfolio of their art therapy course experiences for review.

- 344 Historical & Theoretical Perspective in Art Therapy 3 cr.
- 345 The Use of Art in Assessment, Diagnosis & Treatment Planning 3 cr.
- 346 The Use of Art in Group & Addiction Counseling 3 cr.
- 450 Child & Adolescent Development and Art Therapy 3 cr.
- 451 Socio-Cultural & Systemic Perspectives in Art Therapy 3 cr.
- 452 Theories and Methods of Intervention in Art Therapy I 3 cr.
- 453 Theories and Methods of Intervention in Art Therapy II 3 cr.
- 466 Art Therapy Studio: Professional Development 3 cr.
- 467 MAT Practicum Seminar I 1 cr.
- 468 MAT Practicum Seminar II 1 cr.
- 480 MAT Practicum I 1 cr.
- 481 MAT Practicum II 1 cr.

Total Credit Hours: 28

CAT Graduation Requirements

1. Satisfactory completion of 28 credit hours, including all required courses.
2. Satisfactory completion of 700 hours of supervised practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade (or 3 credit hours) of "C".
4. Successful Portfolio Review.
5. Completion of Application for Graduation and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration/Certificate in Art Therapy Counseling.

M.A. in Marriage & Family Counseling

The Master of Arts in Marriage & Family Counseling program is designed to prepare entry-level counselors to specialize in working with couples and families. The sequence of courses and supervised clinical training will assist professionals in qualifying for licensure as a Marriage and Family Therapist and a Licensed Clinical Professional Counselor (LCPC) in many states, and in qualifying for membership in professional organizations such as the American Association for Marriage and Family Therapy (AAMFT). For current requirements, students should contact directly the licensing agency of the state in which they plan to work and professional organizations with which they desire to affiliate.

Students in this program complete course work and practicum experiences focused on the understanding and integration of individual life style dynamics with couple and family systems. Graduates of the program have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theory and values, techniques, and theories of Alfred Adler as a foundation.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of “C” or better. These courses should include general or introductory psychology and abnormal psychology.

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

Successful completion of the following courses is required for this degree:

- *200 Professional Development Seminar I 1 cr.
- *201 Professional Development Seminar II 1 cr.
- *202 Community Service Practicum 1 cr.
- *203 Community Service Practicum 1 cr.
- 350 Community Psychology & Mental Health 3 cr.
- 402 Intro to Adlerian Psychology & Psychopathology 3 cr.
- 431 Child Guidance & Parenting 1 cr.
- 432 Child Guidance & Parenting Group Supervision 1 cr.
- 438 Introduction to Addictive Disorders 3 cr.

- *472 Basic Intervention & Assessment Skills 3 cr.
 - 497 Research Methods 3 cr.
 - *505 Professional Issues & Ethics 3 cr.
 - 523 Adlerian Approaches to Individual & Family Therapy 3 cr.
 - *623 Life Span Development 3 cr.
 - *641 Social Psychology & Individual Differences 3 cr.
 - *648 Biopsychosocial Basis of Health & Dysfunction I 3 cr.
or 649 Biopsychosocial Basis of Health & Dysfunction II
 - *651 Assessment & Treatment from a Systemic Perspective 3 cr.
 - 652 Life Cycle & Cultural Issues in MFT 3 cr.
 - 655 Advanced Couples Therapy 3 cr.
 - 662 Overview of Models of Marriage & Family Therapy 3 cr.
 - 663 Effective Marriage & Family Therapy 3 cr.
 - 664 Practicum in Marriage & Family I 1 cr.
 - 665 Practicum in Marriage & Family II 1 cr.
 - 667 MA Practicum Seminar in Marriage & Family I 1 cr.
 - 668 MA Practicum Seminar in Marriage & Family II 1 cr.
 - 995 M.A. Clinical Qualifying Examination 0 cr.
- * = Required before beginning practicum

Total Credit Hours: 55

Practicum

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Clinical training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry level practice at graduation. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their second practicum.

First year students will spend 6-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 150 clock hours of Community Service Practicum is required. Students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 700 total clock hours of practica are required, which should include at least 200 hours of direct clinical service, of which one-third or more should be in conjoint therapy with couples or families.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available from the Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

200 Professional Development Seminar 1 cr .
641 Social Psychology & Individual Differences 3 cr.
623 Life Span Development 3 cr.
402 Introduction to Adlerian Psychology & Psychopathology 3 cr.
Credits = 10

Spring Term

201 Professional Development Seminar 1 cr.
202 Community Service Practicum I 1 cr.
350 Community Psychology & Mental Health 3 cr.
472 Basic Intervention & Assessment Skills 3 cr.
431 Child Guidance & Parenting 1 cr.
Credits = 9

Summer Term

203 Community Service Practicum II 1 cr.
505 Professional Development, Issues & Ethics 3 cr.
651 Assessment & Treatment from a Systemic Perspective 3 cr.
648 Biopsychosocial Bases of Health & Dysfunction I 3 cr. **or** 649
Credits = 10

YEAR TWO

Fall Term

667 MAF Practicum Seminar I 1 cr.
664 MAF Practicum I 1 cr.
432 Child Guidance & Parenting Supervision 1 cr.
652 Lifestyle & Cultural Issues in Marriage & Family Therapy 3 cr.
662 Overview of Marriage & Family Therapy Models 3 cr.
Credits = 9

Spring Term

668 MAF Practicum Seminar II 1 cr.
665 MAF Practicum II 1 cr.
663 Effective Marriage & Family Therapy 3 cr.
523 Adlerian Approaches to Individual & Family Therapy 3 cr.
Credits = 8

Summer Term

497 Research Methods 3 cr.

438 Introduction to Addictive Disorders 3 cr.

655 Advanced Couples Counseling 3 cr.

995 MA Clinical Qualifying Exam 0 cr.

Credits = 9

Total Credit Hours: 55

Graduation Requirements

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum and appropriate hours of clinical service.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Marriage & Family Counseling.

Certificate in Marriage & Family Therapy

The Certificate in Marriage & Family Therapy program enables qualified professionals in psychology, social work, and related mental health fields to enhance their knowledge and skills in couple and family therapy and to help them achieve licensure or other professional recognition. The course work and clinical practica in this certificate program focus on helping the student to understand and integrate individual life style dynamics with couple and family systems.

The program is designed to provide students with opportunities to develop intervention skills through role-playing and supervised clinical experience. Graduates of the program will have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theories and methods of Individual Psychology as a foundation.

Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology, social work, or a related mental health field from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Prerequisite graduate-level courses including the following: a minimum of nine semester hours in human development, personality theory, human sexuality, psychopathology, or behavioral pathology; three semester hours of professional issues and ethics; and three semester hours of research design, methods, and statistics.

Approved applicants will be invited to a personal interview as a final step in the application process. Graduate-level course work previously completed at another college or university may be recognized for transfer of credit and will be evaluated on an individual basis by the Program Director. Students lacking any of the graduate-level prerequisite courses listed above can take Adler School courses from the MAF program or the equivalent courses at another college or university:

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Director to review previous graduate coursework and develop an individualized course of study.

402 Intro to Adlerian Psychology & Psychopathology	3 cr
523 Adlerian Approaches to Individual & Family Therapy	3 cr
651 Assessment & Treatment from a Systemic Perspective	3 cr

652 Life Cycle & Cultural Issues in Marriage & Family Therapy	3 cr
655 Advanced Couples Therapy	3 cr
662 Overview of Models of Marriage & Family Therapy	3 cr
663 Effective Marriage & Family Therapy	3 cr
664 Practicum in Marriage & Family I	1 cr
665 Practicum in Marriage & Family II	1 cr
667 MA Practicum Seminar in Marriage & Family I	1 cr
668 MA Practicum Seminar in Marriage & Family II	1 cr
995 M.A. Clinical Qualifying Examination	0 cr

Total Credit Hours: 25

Graduation Requirements

1. Satisfactory completion of 25 credit hours, including all required courses.
2. Satisfactory completion of 400 minimum clock hours of specialized practicum in MFT.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Marriage & Family Therapy.

Doctoral Concentration in Marriage & Family Therapy

Adler School doctoral students working toward the Psy.D. in psychology may pursue specialized training in Marriage and Family Therapy concurrently with their doctoral work by fulfilling the requirements for the concentration in marriage and family therapy. Previous graduates of the Adler Psy.D. program may also return to pursue a formal specialized concentration such as MFT.

Course Requirements

The concentration in Marriage & Family Therapy requires the following 15 credits of coursework. Some substitution may be possible with the approval of the program director.

523 Adlerian Approaches to Individual & Family Therapy	3 cr
651 Assessment & Treatment from a Systemic Perspective	3 cr
652 Life Cycle & Cultural Issues in MFT	3 cr
655 Advanced Couples Therapy	3 cr
663 Effective Marriage & Family Therapy	3 cr

Specialized Practicum for MFT Concentration

In addition to specialized coursework in MFT, students in the MFT concentration will acquire and develop practical clinical skills in MFT through specialized field placements. Ongoing involvement in clinical activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Since the MFT practicum is considered an advanced specialty practicum, students must satisfactorily complete a doctoral therapy practicum prior to beginning the MFT practicum.

Students should expect to spend from ten to twenty hours per week at an approved MFT practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 400 total clock hours of practica are required, which should include at least 200 hours of direct clinical service, of which one-third or more should be in conjoint therapy with couples or families.

The Director of Training and Community Service and the Director of the Marriage & Family Counseling Program work in collaboration with concentration students to identify clinical experiences which will meet the specialized needs of the MFT concentration and the goals of the student. Additional resources are available in the Practicum Handbook, available on the Adler Website (www.adler.edu), and the database of practicum sites available from the Training Department.

Graduation Requirements

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 400 minimum clock hours of MFT practicum, including

- appropriate hours of conjoint therapy.
3. Successful submission of case analysis following outline in the M.A. Clinical Qualifying Examination.
 4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
 5. Faculty approval for graduation and recommendation to the Board of Trustees for awarding a certificate of completion of the Concentration in Marriage & Family Therapy.

M.A. in Counseling & Organizational Psychology

The Master of Arts in Counseling & Organizational Psychology program combines the theories and skills of counseling psychology with organizational theory, design and development in order to prepare graduates for positions in business and industry, especially in organizational psychology and the related areas of personnel management, team building, performance enhancement, executive coaching, organizational development, training, and employee assistance programs.

This program is a one of a kind in the area because it prepares graduates to sit for state level licensure as a master's level counselor. Graduates will be trained and qualified to be entry level counselors with skills in assessing and providing counseling services to individuals, couples, and families. Beyond these important and marketable skills, graduates will have received training and skills in assessing and providing intervention in organizational settings on the level of the individual (personnel selection, leadership development, executive coaching, career assessment, and counseling), the work group (team assessment, team issue resolution, and team building), as well as the organizational level (talent audits, needs analysis, strategic planning, and organizational design and development).

Courses in this program are offered on an every other weekend schedule, all day on Saturdays and Sundays. The program's design and schedule accommodate working professionals with the expectation that students will take two courses each term.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- The equivalent of twelve semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and psychometrics or tests and measures.

Approved applicants will be invited to a personal interview as a final step in the application process.

Degree Requirements

The following courses are required for this degree. It is mandatory that students take courses following the sequence described below to insure timely progress in meeting program requirements.

- *200 Professional Development Seminar I 1 cr.
- *201 Professional Development Seminar II 1 cr.
- *202 Community Service Practicum I 1 cr.
- *203 Community Service Practicum II 1 cr.

402 Introduction to Adlerian Psychology and Psychopathology 3 cr.
 431 Child Guidance & Parenting 1 cr.
 432 Child Guidance & Parenting Group Supervision 1 cr.
 438 Introduction to Addictive Disorders 3 cr.
 *472 Basic Intervention & Assessment Skills 3 cr.
 *505 Professional Development, Issues & Ethics 3 cr.
 *520 Theories of Psychotherapy 3 cr.
 569 Lifestyle & Career Development 3 cr.
 *623 Life Span Development 3 cr.
 *641 Social Psychology & Individual Differences 3 cr.
 *648 Biopsychosocial Bases of Health & Dysfunction I 3 cr. **or**
 649 Biopsychosocial Bases of Health & Dysfunction II 3 cr.
 571 Foundations in Counseling & Organizational Consulting 3 cr.
 574 Principles of Industrial/Organizational Psychology 3 cr.
 575 Executive Coaching/Consulting & Leadership Development 3 cr.
 580 Organizational Theory & Change Management 3 cr.
 584 Organizational Consultation & Group Development 3 cr.
 585 MA Practicum Seminar in Organizational Psychology I: Counseling 1 cr.
 589 MA Practicum Seminar in Organizational Psychology II: Counseling 1 cr.
 586 MA Practicum Seminar in Organizational Psychology: Business 1 cr.
 587 Organizational Psychology Practicum I: Counseling 1 cr.
 590 Organizational Psychology Practicum II: Counseling 1 cr.
 588 Organizational Psychology Practicum: Business 1 cr.
 596 Practice Development & Issues 3 cr.
 995 M.A. Clinical Qualifying Examination 0 cr.

* = Required before beginning practicum

Total Credit Hours: 57

Practicum

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Clinical training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry level practice at graduation. Because the focus is on integrating Master's level education at Adler with Master's-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course pre-requisites prior to being approved to begin their second practicum.

First year students will spend 6-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 150 clock hours of Community Service Practicum is required. Students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. Minimum total clock hours of practica are required, which is further outlined in program descriptions within this catalog.

The Director of Training and Community Service works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available from the Adler Website (www.adler.edu), for detailed information.

Curriculum Sequence

YEAR ONE

Fall Term

200 Professional Development Seminar I 1 cr.

571 Foundations in Counseling & Organizational Consulting 3 cr.

623 Life Span Development 3 cr.

Credits = 7

Spring Term

201 Professional Development Seminar II 1 cr.

202 Community Service Practicum I 1 cr.

574 Principles of Industrial/Organizational Psychology 3 cr.

402 Introduction to Adlerian Psychology and Psychopathology 3 cr.

Credits = 8

Summer Term

203 Community Service Practicum II 1 cr.

472 Basic Intervention & Assessment Skills 3 cr.

641 Social Psychology & Individual Differences 3 cr.

Credits = 7.

YEAR TWO

Fall Term

575 Executive Coaching/Consulting & Leadership Development 3 cr.

648 Biopsychosocial Bases of Health & Dysfunction I 3 cr. **or**

649 Biopsychosocial Bases of Health & Dysfunction II 3 cr.

431 Child Guidance & Parenting 1 cr.

Credits = 7

Spring Term

505 Professional Development, Issues & Ethics 3 cr.

580 Organizational Theory & Change Management 3 cr.

Credits = 6

Summer Term

438 Introduction to Addictive Disorders 3 cr.

520 Theories of Psychotherapy 3 cr.

432 Child Guidance & Parenting Group Supervision 1 cr.

Credits = 7

YEAR THREE

Fall Term

585 MA Practicum Seminar in Organizational Psychology I: Counseling 1 cr.

587 Organizational Psychology Practicum I: Counseling 1 cr.

584 Organizational Consultation & Group Development 3 cr.

569 Lifestyle & Career Development 3 cr.

Credits = 8

Spring Term

589 MA Practicum Seminar in Organizational Psychology II: Counseling 1 cr.

590 Organizational Psychology Practicum II: Counseling 1 cr.

596 Practice Development & Issues 3 cr.

Credits = 5

Summer Term

588 Organizational Psychology Practicum: Business 1 cr.

586 MA Practicum Seminar in Organizational Psychology: Business 1 cr.

995 M.A. Clinical Qualifying Exam 0 cr.

Credits = 2

Total Credit Hours: 57

Graduation Requirements

1. Satisfactory completion of 57 credit hours, including all required courses.
2. Satisfactory completion of 400 clock hours of a counseling practicum and 300 hours of a business practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
4. Successful completion of the M.A. Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling & Organizational Psychology.

M.A. in Police Psychology

The Master of Arts degree in Police Psychology is designed for individuals currently in the field of law enforcement. The Program is designed to provide a theoretical background into psychology while training the student to apply clinical and social psychology to operational and administrative needs. Students will learn to apply the basic principles of Adlerian and Cognitive/Behavioral psychology to managerial, field and organizational cultural concerns which arise within the police environment.

This Master of Arts degree is not designed to teach the student to conduct therapy or engage in psychological testing. There are no clinical hours required nor a practicum to complete. This degree does not lead to any type of licensure or certification. Rather, this Program is designed to teach students the practical applications of psychology to the field of law enforcement. Core professors and adjunct faculty all have extensive experience either in clinical psychology and/or law enforcement. A number of courses are team taught, combining experts from both fields of study.

The Program consists of 33 credit hours divided into 10 core courses plus a thesis course. All core textbook are provided for each course, and courses are generally taught in the evenings or weekends. Students who choose to take two courses per semester can complete the degree program in two years. Individuals who have successfully completed the ten week School of Police Staff and Command, Northwestern University or the Chicago Police Executive Development Program will be granted 3 credit hours toward this degree by having the thesis requirement of MPP 753 waived.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

The following core and advanced courses are required for this degree. All required courses are three credits.

MPP 751 Social and Community Psychology
MPP 748 Psychology of Critical Incidents and Trauma
MPP 746 Psychology of Police Organizations
MPP 752 Psychology of Leadership
MPP 749 Psychology of Evil and Criminal Behavior
MPP 745 Police Psychology

MPP 750 Psychology of Terrorism
MPP 350 Community Psychology and Mental Health
MPP 402 Introduction to Adlerian Psychology and Psychopathology
MPP 747 Assessment Issues in Police Psychology
MPP 753 Thesis & Portfolio Development

Total Credit Hours: 33

Graduation Requirements

1. Satisfactory completion of 33 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Completion of Thesis with a grade of "A" or "B".
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Police Psychology.

Specialization or Certificate in Substance Abuse Counseling

The Substance Abuse Counseling Program is designed to provide education and training in the prevention, intervention, and treatment of Alcohol and Other Drug Abuse (AODA) disorders. Specifically the course work provides education in the theories, techniques, and the core functions of substance abuse counseling focusing on evidence based research and best practice standards. This combined with the specialized practicum supervision and experience for entry level practice in AODA or mentally ill substance abuser (MISA) clinical programs provides advanced alcohol and other drug abuse counselor training.

This program is accredited as an Advanced Alcohol and Other Drug Abuse Counselor Training Program by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). This certification process is based on the “Illinois Model for Certification of Alcohol and Other Drug Abuse Counselors.”

This program can be taken as part of the students’ graduate studies at either the masters or doctoral level as a concentration. Students already with a bachelors, masters, or doctoral degree can enroll in the program for a certificate in substance abuse counseling. In either case, admission is through the schools admissions process and a personal interview with the Program Director.

Course Requirements

The concentration/certificate in Substance Abuse Counseling requires the following twelve (12) credits of coursework:

438 Introduction to Addictive Disorders	3 cr.
436 Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
437 Treatment of Addictive Disorders	3 cr.
505 Professional Development, Issues & Ethics	3 cr.

Specialized Practicum for Substance Abuse Concentration/Certificate

In addition to the specialized coursework in AODA counseling, students in the AODA concentration/certificate will acquire and develop practical skills in the AODA core functions through specialized field placements.

Students should expect to spend from ten to twenty hours per week at an AODA approved practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of five hundred (500) total clock hours of practica are required.

The Director of Training and Community Service and the Director of the Substance Abuse Counseling Program work in collaboration with concentration/certificate students to identify clinical experiences which will meet the required training hours and experiences.

The concentration/certificate in Substance Abuse Counseling requires the following four (4) semester credit hours of practicum (500 hours) coursework:

447 M.A. Practicum in Substance Abuse Counseling I	1 cr.
446 M.A. Practicum in Substance Abuse Counseling II	1 cr.
445 Practicum in Substance Abuse Counseling I (250 clock hours)	1 cr.
448 Practicum in Substance Abuse Counseling II (250 clock hours)	1 cr.

Completion Requirements

1. Satisfactory completion of nine (9) semester credit hours of AODA coursework.
2. Satisfactory completion of the three (3) semester hour course on Professional Development, Issues & Ethics.
3. Satisfactory completion of four (4) semester hours of practicum coursework including five hundred (500) clock hours of AODA clinical practicum.

Certificate in Adlerian Psychotherapy

The Certificate in Adlerian Psychotherapy program is designed to provide specialized training in the principles, techniques and methodologies of Alfred Adler.

This program was developed to allow qualified professionals an opportunity to obtain specialized knowledge and clinical skills, participate in supervised clinical experiences, and acquire a specialty in Individual Psychology.

Minimum Admission Requirements

Applicants to this program must have:

- A master's or doctoral degree in clinical or counseling psychology, social work, or a related field from an accredited institution.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

Successful completion of the following courses is required for this certificate:

402 Introduction to Adlerian Psychology and Psychopathology 3 cr.

431 Child Guidance & Parenting 1 cr.

432 Child Guidance & Parenting Group Supervision 1 cr.

514 Life Style Assessment & Diagnosis 3 cr.

523 Adlerian Approaches to Individual & Family Therapy 3 cr.

502 MA Practicum Seminar I 1 cr.

503 MA Practicum Seminar II 1 cr.

506 MA Practicum I 1 cr.

507 MA Practicum II 1 cr.

Total Credit Hours: 15

Graduation Requirements

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
4. Successful completion of a written, comprehensive case study of a client followed by an oral examination.
5. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation.

Concentration & Certificate in Clinical Hypnosis

The clinical practice of hypnosis has changed greatly in the past 40 years. Perhaps the greatest single advancement in the field of hypnosis is the realization that the ability to experience hypnosis resides largely in the person having the experience rather than in the therapist. Modern clinical hypnosis is an interpersonal process in which the therapist and the client work cooperatively to enhance the well being of the client.

The Concentration & Certificate in Clinical Hypnosis program is designed to provide graduate students in psychology and practicing professionals with an opportunity to obtain structured, sequential, professional education and training in clinical hypnosis. Adler School's certificate program has been approved by the American Society of Clinical Hypnosis (ASCH). Students currently enrolled in a degree program at the School are eligible to graduate with a Concentration in Clinical Hypnosis. A Certificate is awarded to those possessing licensure as a clinical psychologist or other licensed health professionals. Graduates of this program meet or exceed the training requirements for membership in and certain certification requirements of ASCH. Applicants who have completed programs or courses offered or approved by either ASCH or the Society for Clinical & Experimental Hypnosis (SCEH) may be able to waive some of the required courses in this program.

This program presents the theoretical foundations of clinical hypnosis and develops students' skills in the application of hypnosis techniques. Students learn how to understand and employ hypnotic phenomena to aid clients with psychotherapy and medical related issues.

The certificate indicates that the student has successfully completed a course of study in the area of clinical hypnosis. The certificate is not intended to serve as a recognition of proficiency. Further, it is not a license or certificate of registration as a professional hypnotist or hypnotherapist.

Minimum Admission Requirements

Applicants to this program must have:

- A baccalaureate degree or the equivalent earned at an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work.
- Graduate standing in a master's degree or doctorate program in an area of mental health, or licensure as a clinical psychologist, or a related health care license.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Coordinator to develop an individualized course of study.

710 Theories & Techniques of Clinical Hypnosis I	3 cr
711 Theories & Techniques of Clinical Hypnosis II	3 cr
<i>Advanced Hypnosis Elective</i>	
Either	
712 Advanced Theories and Techniques of Hypnosis	3 cr
Or	
714 Research Seminar in Clinical Hypnosis	3 cr

Total Credit Hours: 9

Graduation Requirements

1. Satisfactory completion of 9 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".
3. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation.

Concentration & Certificate in Clinical Neuropsychology

Program Overview & History

Clinical Neuropsychology is one of the fastest growing subspecialties within psychology. Its growth and credibility are manifested in the continued implementation of new doctoral and post-doctoral training programs; its widely-read professional journals such as *Neuropsychology* and *The Archives of Clinical Neuropsychology*; its growing professional organizations such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN) and Division 40 of the American Psychological Association; its recognition by the National Register of Health Care Providers; and establishment of credentialing boards such as the American Board of Clinical Neuropsychology and the American Board of Professional Neuropsychology.

Division 40 of the American Psychological Association defines a clinical neuropsychologist as follows:

A Clinical Neuropsychologist is a professional psychologist who applies principles of assessment and intervention based upon the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. The Clinical Neuropsychologist is a doctoral-level psychology provider of diagnostic and intervention services who has demonstrated competence in the application of such principles for human welfare following:

- Successful completion of systematic didactic and experiential training in neuropsychology and neuroscience at a regionally accredited university;
- Two or more years of appropriate supervised training applying neuropsychological service in a clinical setting;
- Licensing and concentration to provide psychological services to the public by the laws of the state or province in which he or she lives; and
- Review by one's peers as a test of these competencies.

The Concentration/Certificate in Clinical Neuropsychology was developed following the guidelines set forth by Division 40 of the American Psychological Association. Its requirements are continually under examination and revisions are expected.

The Concentration/Certificate is designed to provide doctoral students with the opportunity to develop a solid competence and proficiency in clinical neuropsychology. For Adler School's doctoral students, completion of the Concentration in Clinical Neuropsychology, in conjunction with the Psy.D. in Clinical Psychology, prepares graduates to complete advanced work (i.e., postdoctoral fellowship), leading to careers in clinical neuropsychology and to board certification. Note that a year of post-doctoral training is required for licensure as a psychologist in most states and provinces. In addition, graduates are expected to continue training on a post-doctoral level and to acquire additional supervised clinical experience to increase both general and subspecialty neuropsychology competencies. Current national guidelines recommend that students complete a two-year post-doctoral residency in neuropsychology following

the completion of this program. Licensed clinical psychologists admitted to the program will receive a Concentration in Clinical Neuropsychology.

Minimum Admission Requirements—Matriculating Adler Students

Students who have completed the requisite assessment sequence (627, 628 and 624), biological bases of behavior (636) and a course of biopsychosocial bases of health and dysfunction (648 or 649) are eligible to take Beginning Neuropsychological Assessment (720) as an advanced assessment elective. Following successful completion of this course (i.e., grade of B or higher) and both the therapy (614-616) and clinical assessment (611-613) practica, students interested in obtaining the Concentration in Clinical Neuropsychology may then pursue its remaining course requirements and completion of an advanced practicum and practicum seminar in clinical neuropsychological assessment.

Minimum Admission Requirements—Outside Professionals

Applicants to this program must have:

- Licensure as a clinical psychologist, or a related health care license.

Approved applicants will be invited to a personal interview as a final step in the application process.

Concentration/Certificate Requirements

The following courses are required for the Concentration in Clinical Neuropsychology. In addition, students in this program should consult with the Program Coordinator to develop an individualized course of study. The program may be modified based on individual circumstances.

720 Beginning Neuropsychological Assessment	3 cr.
721 Intermediate Neuropsychological Assessment	3 cr.
722 Practicum Seminar in Neuropsychology I	1 cr.
723 Advanced Neuropsychological Assessment	3 cr.
724 Practicum Seminar in Neuropsychology II	1 cr.
725 Neuropsychological Intervention Techniques	3 cr.
726 Neuropsychology Practicum I: Assessment (00 clock hours minimum)	1 cr.
727 Neuropsychology Practicum II: Assessment (400 clock hours minimum)	1 cr.
728 Pediatric Neuropsychological Assessment	3 cr.
700 Doctoral Internship* (2,000 clock hours)	0 cr.

Total Credit Hours: 19

* Doctoral Internship with a focus of at least 50% on neuropsychology.

Although not required, Adler School doctoral students who are completing this concentration program are highly encouraged to carry out a dissertation that is primarily neuropsychological in nature.

In addition to the neuropsychology courses listed above, other related elective courses are offered intermittently, on such topics as psychological and medical aspects of head trauma, assessing memory and amnesic disorders, ADHD seminar, and the Halstead-Reitan Battery.

Graduation Requirements

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 800 clock hours of clinical neuropsychological assessment practicum with ancillary seminars.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C".
4. Satisfactory completion of a 2,000 hour doctoral internship with a focus of at least 50% on neuropsychology.
5. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration in Clinical Neuropsychology.

Concentration/Certificate in Group Psychotherapy

The innovative Certificate in Group Psychotherapy program is designed to provide students with an opportunity to explore and expand professional and personal capabilities. The program incorporates theory and technique, development of the therapist's style, and supervised practice. The central goal is to increase students' effectiveness and creativity in therapeutic interactions by helping them experience and understand the use of self in the psychotherapeutic process. This program provides an intensive opportunity to develop, maintain, and enhance competence and self-confidence in group psychotherapy, including the application of group therapy theory and methods to group conflict. Integration of personal and professional development is a primary objective, encouraging more effective and creative relationships within the group setting.

Fundamental to the philosophical basis of this program is the belief that individuals and groups have the capacity to be healthy and adaptive. If left to develop its own structure, a group eventually will reflect a collection of each member's typical and historical interpersonal relationships. Once emerged, that structure allows members to explore and learn from their own history.

A Concentration in Group Psychotherapy is awarded to students enrolled in a degree program at the School. A Certificate is awarded to outside professionals.

Minimum Admission Requirements

- Graduate standing in a master's or doctoral program in psychology or a related field or licensure as a social worker, psychologist, physician, nurse (RN), or clinical professional counselor.

Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Coordinator to develop an individualized course of study.

337 Group Therapy

707 Advanced Group Therapy

770 Advanced Group Interventions: Conflict Resolution

Total Credit Hours: 12

Graduation Requirements

1. Satisfactory completion of 12 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than one grade of "C" or "C+".

3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Group Psychotherapy.

Doctor of Psychology in Clinical Psychology (Psy.D.)

The Doctor of Psychology in Clinical Psychology (Psy.D.) program is designed to prepare students for the general practice of professional clinical psychology with a particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction (e.g., poverty, oppression, marginalization) and methods for ameliorating these broader factors (e.g. primary prevention and policy change). The program follows the practitioner model of training and education developed by the National Council of Schools and Programs of Professional Psychology. This model identifies as objectives the development of knowledge, skills, and values in seven core competency areas: relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. These competencies are based upon a strong education in the foundations, knowledge base, and science of psychology.

An additional competency area that completes the education and training model in the doctoral program is unique to the Adler School. This is focused training in the theories and methods of Alfred Adler. This focused training provides students with a strong and thorough grounding in a particular theory and method of psychology that forms of foundation for other theoretical perspectives offered in the doctoral program.

The program is fully accredited by the American Psychological Association and meets the requirements of the National Register of Health Care Providers in Psychology and state licensure guidelines.

Admission Requirements

Applicants to the Psy.D. program must have a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. Applicants are typically required to have a grade point average of 3.25 or higher on a 4.0 scale for all undergraduate and graduate course work. The Graduate Record Examination or Miller Analogies Test scores are not required; however, applicants who have taken either of these exams should submit their scores along with other application materials. Applicants must have at least 18 semester credit hours in psychology with grades of “C” or better. Minimum required courses include introductory or general psychology, personality theory, abnormal psychology, and tests and measurement or psychometrics.

Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants. Applicants who have a record of commitment to and experiences in community service nationally and/or abroad are particularly invited to apply for the doctoral program.

Approved applicants will be invited to a personal interview as a final step in the application process.

Review of Applications

The priority application deadline for the Fall Term is February 15th. However, applications for admission to the Psy.D. program may be accepted throughout the year. Successful applicants who submit all required materials by the priority deadline for the Fall Term, and have completed the interview portion of their application, will be notified in writing of acceptance their by April 1st.

Accepted students must notify the Office of Admissions in writing by April 15 of their intent to matriculate. Space permitting, late applications are accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits students not to solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made. Priority deadline for the Spring term is November 1st.

Applications that are received after the priority deadline, may be reviewed continuously on a rolling basis. Notification of admission decisions will be mailed to students within 2 weeks of the final review by the Admissions Committee.

Length of Program

The doctoral program may be completed in five years. Full-time students (ten credit hours or more per term) should plan to spend three to four years in course work and practicum experience followed by a one-year full-time or two-year half-time internship. Students are required to enroll full time in order to complete the program in a timely fashion. However, half-time study is permitted based upon approval of the student's faculty advisor. Due to the demands of study and clinical training, students should limit employment while completing the program. Adherence to the satisfactory progress policy described in the section on general academic policies is required of all students and essential to timely completion of all program requirements.

The doctoral curriculum is based upon attendance of school throughout the calendar year. Course requirements must be completed through attendance of all three academic terms. The suggested course sequence for the doctoral program curriculum provides guidelines for students to complete requirements in a manner that is timely and complies with academic requirements. Students are strongly encouraged to complete their dissertation prior to their internship.

Time to Completion

The maximum time permitted for a student to complete all requirements for the Psy.D. degree is 7 years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship. Failure to do so may result in administrative withdrawal from the program.

Concentration & M.A. Degree Options

Doctoral students may elect to choose a concentration as part of their doctoral studies that provides education and training in a focal area of study. They may also earn the Master of Arts in Counseling Psychology degree while pursuing the Psy.D. degree. Students can earn these additional credentials by satisfying the admission and graduation requirements for predoctoral concentration areas or the Master of Arts degree as specified in those program sections of this Catalog. Many graduates report that these additional credentials enhanced their value to internship directors and employers. The attainment of the Master of Arts degree has assumed increased importance in recent years for students seeking internships in certain settings that require a graduate degree for reimbursement of services. Course and practicum requirements for successful completion of a Masters degree or concentration area vary depending on the training necessary for this additional qualification. As a result, pursuing the M.A. in Counseling Psychology degree or a concentration area in addition to the doctorate typically will result in longer completion times for the doctoral degree. Doctoral graduates may continue in certain concentration areas following graduation.

The concentration areas available to doctoral students include the following:

- Art Therapy
- Marriage & Family Counseling
- Substance Abuse Counseling
- Clinical Hypnosis
- Clinical Neuropsychology
- Group Psychotherapy
- Adlerian Psychotherapy

For requirements for these concentrations, please see the appropriate sections of this catalog.

- Child and Adolescent Psychology
- Primary Care Psychology

Students interested in the above two concentrations are required to take a total of 15 credit hours devoted to the area of study. In order to complete this requirement, doctoral student must use the required courses to satisfy the requirements in the doctoral curriculum for an advanced assessment/therapy elective (3 credits) and general electives (9 credits). Thus, these two concentrations require completion of three credits beyond the 114 required for the doctoral degree. Students who opt for either of these concentrations are required to complete one of their two required practica in a related training setting. They are also required to choose a topic related to the concentration area for their doctoral dissertation.

The Child and Adolescent Psychology concentration is designed for students with an interest in working with these populations. Required courses provide students with knowledge and skills pertinent to issues of health and dysfunction with children and

adolescents; assessment and intervention methods appropriate to these types of clients; and the broader structural and sociocultural factors that impact on their well-being. The courses necessary for completion of this concentration are the following:

- 338 Child & Adolescent Psychotherapy
- 644 Child & Adolescent Health & Dysfunction
- 683 Advanced Child & Adolescent Assessment
- 684 Systemic Interventions with Children & Adolescents

Elective menu (Choose one of the following):

- 450 Child & Adolescent Development and Art Therapy
- 652 Life Cycle & Cultural Issues in Marriage & Family Therapy
- 704 Advanced Child & Adolescent Psychotherapy

The Primary Care Psychology concentration is designed for students interested in the integration of psychology and behavioral medicine with a particular focus in working in primary care health settings such as hospitals, group practices, HMOs and family practice centers. Required courses provide students with knowledge and skills pertinent to mind/body interaction; the role of behavioral factors in physical well-being; the application of psychological assessment and intervention techniques to acute and chronic illness; and an understanding of the impact of broader structural and systemic factors on physical well-being and health care delivery. The courses necessary for completion of the concentration are the following:

- 735 Mind-Body Health I
- 736 Mind-Body Health II
- 737 Primary Care Psychology

Elective menu (choose two of the following):

- 705 Eye Movement Desensitization & Reintegration
- 339 Biofeedback
- 710 Theories & Techniques of Clinical Hypnosis I
- 739 Mindfulness Meditation

Students interested in choosing a concentration or in adding a Masters degree should contact the Concentration Coordinator or Program Director for further information. Students must complete a form that requires the signature of the Coordinator or Program Director available from the Office of Admissions in order to add a concentration or degree.

Doctoral Scholars Program

The Doctoral Scholars program presents an unusual opportunity for qualified, serious students of superior promise in the field of clinical psychology to receive instruction, consultation, and supervision from a senior member of the faculty in both individual and small group formats.

Candidates for the program must have completed at least the first year of the doctoral program. Requirements for participation include a high grade point average in graduate course work, self-motivation, and a commitment to scholarly activities under the mentorship of a senior member of the faculty. Interested students should contact Dr. Torrey Wilson, Doctoral Program Director.

Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. The program requires each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.

Qualifying Examinations

In addition to satisfying course work, practica, and other program requirements, students must also pass three qualifying examinations. Qualifying examinations are important capstone tasks integrated throughout the doctoral curriculum that provide students with the opportunity to integrate course material and practical training, reflect upon the educational and training experiences, and apply their learning to clinical and social issues. In addition, they enable faculty to evaluate students' progress toward expected learning outcomes for the doctoral program.

The Community Service Capstone Paper requires students to integrate experiences acquired during their Community Service practicum (a requirement of the doctoral program) with theories and research that includes material covered in first year classes including Social Psychology & Individual Differences, Community Psychology & Mental Health, Introduction to Adlerian Psychology and Psychopathology, and Professional Development, Issues & Ethics. This integrative paper involves students providing a critical review of relevant empirical and theoretical literature on a psychological issue related to a community problem encountered at their practicum site as approved by their faculty advisor. The goal of this capstone paper is to assess the ability of students to integrate course material and material derived from their literature review to the analysis of a community problem and methods of intervening to alleviate that problem. Students are expected to register for this requirement upon completion of one year full time matriculation or the completion of 51 credit hours whichever comes first. The Community Service Practicum must also be completed prior to engaging in the capstone task. Students will have 30 days from the time their topic is approved to

completed and submit this capstone paper.

Students who fail the Community Service Qualifying Examination may be referred to their advisor or the Student Comprehensive Evaluation Committee for review, depending on the nature of the failure. A determination will be made of whether and what type of remedial measures are needed to assist the student in addressing areas of deficiency and successfully passing the examination a second time. Students who fail this examination a second time are subject to administrative withdrawal from the doctoral program.

The next two qualifying examinations are clinical-competency based and patterned after the type of examination used post-doctoral degree to earn board certification. In both examinations, students are required to synthesize and integrate clinical data from a range of sources to develop a clinical formulation and treatment plan, using theories and methods acquired in the classroom and at practica. The first of these examinations, the Doctoral Clinical Qualifying Examination-Assessment Competency, consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Students must register and submit their material for this examination no later than the last day of the spring term during which they are completing their doctoral assessment practicum. Students submit the required written material for the examination to the Examination Coordinator who then assigns it to a Core Faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. The prerequisite for the Doctoral Clinical Qualifying Examination-Assessment Competency is successful completion of the first two terms of the doctoral assessment practicum and approval of the Exam Coordinator. Students must successfully pass this examination in order proceed to their next practicum.

The second clinical competency examination is the Doctoral Clinical Qualifying Examination—Intervention Competency. Its format and intent is similar to the previous examination with the focus being on a sample of a therapeutic intervention conducted with a client. The student is required to submit a written case formulation and treatment plan along with an audio taped/videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Students must register and submit their material for the examination no later than the last day of the spring term during which they are completing their doctoral intervention practicum. Students must again submit required material to the Examination Coordinator who then assigns it to a Core Faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. The prerequisite to take this examination is the successful completion of the assessment practicum and Doctoral Clinical Qualifying Examination-Assessment Competency, and successful completion of the first two terms of the student's intervention practicum. Students must successfully

pass this examination in order to receive approval to submit application materials to internship sites from the Director of Training and Community Service.

In the unusual instance that a student plans to complete the PsyD degree within four years and plans to apply for internship during their therapy practicum year, students will need to submit material for the Doctoral Clinical Qualifying Examination—Intervention Competency by October 1st in the academic year in which they intend to apply for internship. If the student passes the examination, he/she will obtain approval from the Director of Training and Community Service to submit their application materials to Internship sites.

Students may use the same client for both of the Clinical Qualifying Examinations. They may not, however, use the same client submitted for the Masters Clinical Qualifying Examination. If they chose to use the same client when permitted, they need to submit material for the Adlerian theory and methods and socially responsible practice requirements in the Assessment examination taken first. Students who chose to complete their two Clinical Qualifying Examinations using two different clients will need to complete the Adlerian theory and methods, socially responsible practice, and integration of science and practice in both parts. The Integration of science and practice requirement needs to be completed for both Clinical Qualifying Examinations, regardless of whether the student uses the same client or not.

The Doctoral level Clinical Qualifying Exam (CQE) is a capstone experience that allows faculty to evaluate students' readiness for internship and ability to proceed in the program. Students are permitted and encouraged to take a preparatory class for the CQE and to seek supervision and guidance on their work prior to submitting it to faculty for formal review. In order to receive a "Fail" grade on the CQE, students must demonstrate significant problems in several areas of knowledge, skills, and/or values as measured by this exam. Students who receive a "Fail" grade on this capstone task will need comprehensive guidance and direction in preparing to re-take the exam in the future. Failure of the CQE requires a review of a student's academic and clinical readiness for internship and preparedness to proceed in the program. As a part of this process, students who fail the CQE will be referred to the Student Comprehensive Evaluation Committee (SCEC). The SCEC will review the student's academic and training file, consult with the student's advisor, meet with the student, and determine a comprehensive remediation plan to assist the student in retaking the CQE. The remediation plan will also outline the timeframe and tasks to complete prior to being approved to take the CQE again. The remediation plan and timeline will be forwarded to the PsyD Program Director for review and final approval. A copy of the remediation plan and subsequent documentation indicating completion of the remediation plan will be placed in the student's academic file. A handbook on the two Clinical Qualifying Examinations is available to students online at the school's web site.

Students must register for a qualifying examination during the term in which they wish to take it. In order to do so, they must complete a petition form to register for the examination and submit this with their registration material. The Registrar's office will conduct an audit on students applying for the examination to insure that they have the necessary requirements. Students who do not have the requirements will have their petition denied. Students are expected to take the examination during the term for which they have registered. If they fail to do so, they must re-submit the petition form with

their registration in a different term and again pay the fee for the examination. Fees paid for examinations that are not taken by a student or failed by a student are not refunded.

Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. Ongoing involvement in community service and clinical activities at professional training sites, including the School's Psychological Services Center, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Students then complete clinical training that focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to intervention/treatment. Because the focus is on integrating doctoral level education with licensed doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously completed Adler M.A. program. Students must successfully complete course pre-requisites prior to being approved to begin their first practicum.

First year doctoral students will spend 6-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 150 clock hours of Community Service Practicum is required. Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,200 clock hours of practica is required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship. Students may elect to complete an advanced practicum during their fourth year of study to obtain additional specialized or in-depth training to strengthen their learning experience. Advanced practicum students must complete a minimum of 600 clock hours of practicum over the course of at least nine months at an approved practicum site, and must concurrently enroll in Practicum Seminars throughout the training year.

The Director and Assistant Director of Training and Community Service works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on the Adler website (www.adler.edu), for detailed information.

Internship

An important portion of the Psy.D. program is devoted to a 2,000 clock hour internship at an approved site over a 12 month (full-time) or 24 month (half-time) period. The internship is designed to provide intensive advanced clinical training building upon course work, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it can never be waived. Students who do not successfully complete the internship are subject to dismissal from the School.

Students must successfully complete all doctoral program requirements prior to beginning an internship. Students are required to have their dissertation proposal completed and approved by their committee prior to beginning their internship. The Director Training and Community Service works closely with students to assess readiness to apply for, accept, and begin internship, and to identify appropriate internship sites. All students are required to participate in the APPIC Match process for internship placement. Students are encouraged to apply to the school's clinic, Dreikurs Psychological Services Center, which participates in the APPIC Match program.

The Internship Handbook, available on the Adler website (www.adler.edu), provides specific information regarding internship requirements.

Doctoral Dissertation

The Doctoral Dissertation is the culmination of the students' academic experience and clinical training. Students may identify an interest, conduct preliminary work - such as reading - in the area of interest, and consult with faculty regarding a possible topic at any time during the program and are encouraged to do so as early as possible. Course 696 Doctoral Dissertation Preparation Seminar is a required non-credit course in the curriculum that provides assistance to students in understanding the dissertation process and developing a dissertation topic. Students must successfully complete the Community Service Capstone Paper, the Research Methods course, the Statistics course, and course 696 before registering for the Dissertation Proposal and formally beginning work on the dissertation. Students may select a dissertation topic of historical, theoretical, clinical, social, or philosophical interest that will make a contribution to the field of clinical psychology. While students typically choose to undertake an empirically-based dissertation, they are permitted to do a clinical case study or theoretically based dissertation that satisfies the requirements of scholarship and rigor with the approval of their faculty chairperson.

One of the most important phases in preparation of the dissertation is writing the dissertation proposal. Registration for Course 697, Doctoral Dissertation Proposal (1 credit hour), is the first formal step. Students are expected to complete a proposal to the satisfaction of their dissertation committee and to pass an oral defense of the proposal. If the proposal is not completed and defended during the term of registration in Course 697, students must register for Course 695 Doctoral Dissertation Proposal—Continued in subsequent term(s) for zero credit hours and pay the required fee. Students have three terms (one year) from initial registration for Course 697 to complete the dissertation proposal. Failure to produce an approved proposal within one year will result in referral to the Student Comprehensive Evaluation Committee. The completion of the Doctoral Dissertation Proposal is a requirement for students prior to initiating the process of applying for internship. Students applying for internship are expected to make adequate progress on their dissertation (See Internship Handbook available on-line at www.adler.edu for further detail).

Completion of the Doctoral Dissertation and Oral Defense requires students to demonstrate the ability to evaluate, synthesize, integrate, and apply relevant psychological research and practice culminating in a scholarly paper of publishable quality. Although the Oral Defense is focused on the Doctoral Dissertation, it may

include areas such as research theory and design, professional psychology, clinical knowledge, and other psychology-related topics and issues.

Dissertation students must meet requirements specified in the edition of the Dissertation Handbook that is current at the time they are registered for Course 697. The School reserves the right to require students to meet any new dissertation requirements when students take longer than two years from the time of registration in Course 697 to complete the dissertation.

Students must register for Doctoral Dissertation (Course 901) within three consecutive terms after approval of their dissertation proposal or in any term in which they are actively working on their dissertation with their committee members. Once students register for dissertation, they must continue registering for three consecutive terms (901, 902, 903). Students completing their internship may be waived of this requirement with the permission of their dissertation chairperson and the Director of Training and Community Service. Such permission will only be granted if the student is not actively engaged in working on their dissertation with the chair and/or any member of their dissertation committee. In those instances where permission is granted, students must register for a total of three terms of dissertation. Students who have failed to complete their dissertation after registering for three terms are required to register for 065 Doctoral Dissertation Continuation until they are approved for the Oral Defense. Students receive a grade of In Progress for any term in which they are making satisfactory progress on their dissertation and a grade of No Progress when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NP for either Dissertation Proposal or Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation proposal or dissertation, a grade of CR (Credit) will be issued and all prior grades of NP and IP will be changed to Credit. Failure to complete the dissertation within two years of completing the internship may result in administrative dismissal from the Psy.D. program.

Degree Requirements

The following courses are required for this degree. Students should take courses following the curriculum sequence described below in order to satisfy prerequisites for advanced courses, be approved to take qualifying examinations, and prepare for practicum placements. Not following the recommended course sequence may result in longer time to completion of the degree. Students admitted in the Winter term are required to follow a modification of the course sequence and, as a consequence, will take longer to complete their degree requirements.

- *200 Professional Development Seminar I 1 cr.
- *201 Professional Development Seminar II 1 cr.
- *202 Community Service Practicum I 1 cr.
- *203 Community Service Practicum II 1 cr.
- 350 Community Psychology & Mental Health 3 cr.
- 402 Introduction to Adlerian Psychology and Psychopathology 3 cr.
- 431 Child Guidance & Parenting 1 cr.

432 Child Guidance & Parenting Group Supervision 1 cr.
 438 Introduction to Addictive Disorders 3 cr.
 *472 Basic Intervention & Assessment Skills 3 cr.
 497 Research Methods 3 cr.
 *505 Professional Development, Issues & Ethics 3 cr.
 514 Life Style Assessment & Diagnosis 3 cr.
 523 Adlerian Approaches to Individual & Family Therapy 3 cr.
 *623 Life Span Development 3 cr.
 601-606 Psy.D. Practicum Seminars I-VI 1 credit each
 611-616 Psy.D. Practica I-VI 1 credit each
 *624 Integrative Assessment 3 cr.
 *627 Assessment I: Cognitive & Intellectual Assessment 3 cr.
 *628 Assessment II: Personality Assessment 3 cr.
 632 Cognitive-Affective Bases of Behavior 3 cr.
 634 History & Systems 3 cr.
 636 Biological Bases of Behavior 3 cr.
 637 Statistics 3 cr.
 *641 Social Psychology & Individual Differences 3 cr.
 *648 Biopsychosocial Bases of Health & Dysfunction I 3 cr.
 *649 Biopsychosocial Bases of Health & Dysfunction II 3 cr.
 671 Structural & Sociocultural Bases of Health & Dysfunction 3 cr.
 672 Global & Cross-Cultural Perspectives on Health & Dysfunction 3 cr.
 690 Supervision & Consultation 3 cr.
 691 Public Policy, Advocacy & Social Change 3 cr.
 692 Psychologists in Management & Administration 3 cr.
 696 Doctoral Dissertation Preparation Seminar 0 cr.
 697 Doctoral Dissertation Proposal 0 cr. (Note previously was 1 cr.)
 699 Doctoral Dissertation 0 cr. (Note previously required to take 8 cr.)
 740-742 Doctoral Internship-Full Time 0 cr. or
 743-748 Doctoral Internship-Half Time 0 cr.
 901-903 Doctoral Dissertation I – III 0 cr.
 905 Community Service Capstone Paper 0 cr.
 990 Doctoral Clinical Qualifying Examination-Assessment Competency 0 cr.
 991 Doctoral Clinical Qualifying Examination-Intervention Competency 0 cr.
 998 Doctoral Oral Defense 0 cr.
 Intervention Methods 9 cr. Three 3 credit courses to be chosen from two menus
 Advanced Assessment or Advanced Intervention Elective 3 cr.
 Advanced Diversity Elective 3 cr.
 General Electives 9 cr.

* = Required before beginning practicum

Total Credit Hours: 114

Schedule

Doctoral courses are scheduled during all three terms in an academic year. Classes are offered on weekdays as well as weekends during morning, afternoon and evening hours.

Suggested Course Sequences

YEAR ONE

Fall Term

200 Professional Development Seminar I 1 cr.
402 Introduction to Adlerian Psychology & Psychopathology 3 cr.
472 Basic Intervention & Assessment Skills 3 cr.
623 Life Span Development 3 cr.
627 Assessment I: Cognitive & Intellectual Assessment 3 cr.

Credits = 13

Spring Term

201 Professional Development Seminar II 1 cr.
202 Community Service Practicum I 1 cr.
431 Child Guidance & Parenting 1 cr.
514 Life Style Assessment & Diagnosis 3 cr.
628 Assessment II: Personality Assessment 3 cr.
641 Social Psychology & Individual Differences 3 cr.
648 Biopsychosocial Bases of Health & Dysfunction I 3 cr.

Credits = 15

Summer Term

203 Community Service Practicum II 1 cr.
350 Community Psychology & Mental Health 3 cr.
505 Professional Development, Issues & Ethics 3 cr.
624 Integrative Assessment 3 cr.
649 Biopsychosocial Bases of Health & Dysfunction 3 cr.

Credits = 13

YEAR TWO

Fall Term

497 Research Methods 3 cr.
523 Adlerian Approaches to Individual & Family Therapy 3 cr.
601 Doctoral Practicum Seminar I 1 cr.
611 Doctoral Practicum I 1 cr.
671 Structural & Sociocultural Bases of Health & Dysfunction 3 cr.
696 Doctoral Dissertation Preparation Seminar 0 cr.
Advanced Diversity Elective 3 cr.
905 Community Service Capstone Paper 0 cr.

Credits = 14

Spring Term

051 Preparation for the Doctoral Clinical Qualifying Exam 0 cr.
432 Child Guidance & Parenting Supervision 1 cr.
602 Doctoral Practicum Seminar II 1 cr.
612 Doctoral Practicum II 1 cr.
636 Biological Bases of Behavior 3 cr.
637 Statistics 3 cr.
Intervention Elective Choice 3 cr.

Credits = 12

Summer Term

438 Introduction to Addictive Disorders 3 cr.
603 Doctoral Practicum Seminar III 1 cr.
613 Doctoral Practicum III 1 cr.
Intervention Elective Choice 3 cr.
Intervention Elective Choice 3 cr.
Advanced Assessment or Intervention Elective 3 cr.
697 Doctoral Dissertation Proposal 0 cr.
990 Doctoral Clinical Qualifying Examination-Assessment 0 cr.

Credits = 14

YEAR THREE

Fall Term

604 Doctoral Practicum Seminar IV 1 cr.
614 Doctoral Practicum IV 1 cr.
634 History & Systems 3 cr.
690 Supervision & Consultation 3 cr.
901 Doctoral Dissertation 0 cr.
General Electives 3 cr.
991 Doctoral Clinical Qualifying Examination-Intervention 0 cr.

Credits = 11

Spring Term

605 Practicum Seminar V 1 cr.
615 Doctoral Practicum V 1 cr.
632 Cognitive & Affective Bases of Behavior 3 cr.
672 Global & Cross-Cultural Perspectives on Health & Dysfunction 3 cr.
691 Public Policy, Advocacy & Social Change 3 cr.
902 Doctoral Dissertation 0 cr.

Credits = 11

Summer Term

606 Doctoral Practicum Seminar VI 1 cr.
616 Doctoral Practicum VI 1 cr.
692 Psychologists in Management & Administration 3 cr.

903 Doctoral Dissertation 0 cr.
General Electives 6 cr.
Credits = 11

YEAR FOUR

Fall Term

740 Doctoral Internship 0 cr.

Spring Term

741 Doctoral Internship 0 cr.

Summer Term

742 Doctoral Internship 0 cr.

998 Doctoral Oral Defense 0 cr.

Total Credit Hours: 114

Graduation Requirements

1. Satisfactory completion of 114 credit hours, including all required courses.
2. Satisfactory completion of 1,200 minimum hours of practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
4. Fulfillment of the Residency Requirement.
5. Successful completion of all qualifying examinations.
6. Successful completion of a Doctoral Dissertation and Oral Defense.
7. Satisfactory completion of an approved Internship.
8. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
9. Recommendation by the Faculty to the Board of Trustees for the conferral of the Doctor of Psychology in Clinical Psychology.

Course Descriptions

Overview

A description of regularly offered courses appears on the following pages. The Adler School reserves the right to withdraw, modify, or add to the courses it offers at any time. Course offerings are continually under examination, and revisions are to be expected from time to time.

COURSE DESCRIPTIONS

001 Student Orientation

This mandatory orientation for new students provides an overview of Adler School policies and procedures, facilities, personnel, resources, and organizations. The training model and core competency areas of degree programs are explained. Newly admitted students are expected to attend this orientation prior to enrollment. M.A. students who go on to the doctorate must participate in the orientation. (0 credits)

030 Advanced General Psychology

This graduate course reviews major psychological theories and research. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs. Students may use this course to fulfill the undergraduate requirement. (0 credits)

040 Advanced Abnormal Psychology

This graduate course covers the development, symptoms, and patterns of maladaptive behavior. Topics covered include the onset and progression of developmental and psychological disorders. Students are introduced to current DSM categorization and classification of psychological phenomena. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs. Students may use this course to fulfill the undergraduate requirement. (0 credits)

041 Advanced Theories of Personality

This graduate course provides a comparative study of the major theories of personality. The nature of personality is examined from various points of view including psychodynamic, humanistic, existential, behavioral, and cognitive. Students may use this course to fulfill the undergraduate requirement. (0 credits)

042 Advanced Tests & Measures

This graduate course provides a basic psychometric background for understanding assessment methods, basic statistics, and standardized tests. Topics include construction and standardization of tests, reliability and validity, and the application of tests and measurements. Students may use this course to fulfill the undergraduate requirement. (0 credits)

050 Preparation for the Doctoral Written Qualifying Examination

This study course is provided to assist doctoral students in preparing for the Written Qualifying Examination. Students should take this course at least two terms before they plan to take the examination. The course is offered only for doctoral students admitted prior to Fall 2006 who are required to complete this examination. (0 credits)

051 Preparation for the Doctoral Clinical Qualifying Examination

This course is provided to assist doctoral students in preparing their submission of the materials required for the Clinical Qualifying Examination, and in preparing for the oral examination process. Students should take this course at least two terms before they plan to take the examination. (0 credits)

065 Doctoral Dissertation Continuation

Doctoral students who are working on the dissertation following completion of the internship, and who have registered for the required three terms must register each term for this course and pay the required fee to remain in good standing. Failure to enroll in courses or degree candidate continuation may result in dismissal from the Psy.D. program. (0 credits)

200-201 Professional Development Seminar I & II

This two-term course will provide students opportunities to meet in a small group with peers and one faculty member who will also serve as the students' advisor. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of the ethical codes and professional standards of psychology. This course will also assist students in orienting and preparing students for the Community Service Practicum. (1 credit per term)

202-203 Community Service Practicum I & II

Co-requisites: Concurrent with one of the following courses: 350, 402, 505, 641. During the first year of the masters or doctoral program students are involved in supervised community service. The Training and Community Service Department will assist students in identifying a site for this practicum. Students will spend a minimum of five hours a week at this placement, accruing approximately 150 hours over the course of 30 weeks (i.e. two semesters). Students will engage in activities such as psychoeducation, youth tutoring, research & program development, neighborhood development, and advocacy work. Students may not complete this requirement at their place of employment. May not be transferred or waived. (1 credit each term)

334 Psychodynamic Approaches to Interventions

Prerequisites: 472, 520 (MA students only). This course is designed to provide critical examination of theory and techniques in psychodynamic models of psychotherapy (i.e., late Ego Psychology, traditional Object Relations, Self Psychology, Interpersonal psychotherapy) that focus on intrapsychic dynamics in the conceptualization of

psychopathology and the treatment process. Contemporary versions that offer an understanding of diversity, including the role of culture, race, gender, and sexual orientation will be covered. (3 credits)

335 Cognitive-Behavioral Approaches to Intervention

Prerequisites: 472, 520 (MA students only). This course will focus on the analysis of the relationship between thoughts, feelings, and behaviors, and how to intervene to help clients. Experiential exercises, such as role-play and self-treatment projects, will facilitate student learning. The course will focus on outpatient populations with depression, anxiety, and other common psychological disorders. By the end of the class, students will have tangible skills to help clients to think more positively, feel better, and change their behaviors. (3 credits)

336 Humanistic/Existential Approaches to Intervention

Prerequisites: 472, 520 (MA students only). Major theories in the humanistic and transpersonal schools of psychology are reviewed including existential theory, Carl Rogers, Abraham Maslow, Stanislav Grof, and Ken Wilber. The integration of psychology and spirituality will be a particular focus of the class. In addition to examining how these perspectives inform individual psychotherapy, their applications to resolving social problems and promoting socially engaged practice will also be discussed. (3 credits)

337 Group Psychotherapy

Prerequisites: 472, 520 (MA students only). The history, theory, methods, and applications of group psychotherapy are examined, discussed, and demonstrated. The development of competency in group methods is enhanced through didactic presentation, role-playing, and participation in an ongoing group. The class meets as a group in an unstructured format. Students process their experiences in the here and now. The aim is to help students become more comfortable with themselves and, therefore, learn to relate more effectively and creatively in the group setting. (3 credits)

338 Child & Adolescent Psychotherapy

Prerequisites: 472, 623, 520 (MA students only). The purpose of this course is to provide a conceptual framework for interventions with adolescents and children. The course will focus on interventions and research targeting the major psychological disorders of childhood and adolescence, including ADHD, conduct disorders, anxiety disorders, depression, trauma based disorders, adjustment disorders, eating disorders, and developmental disorders. Interventions which impact the biological, familial, environmental, and socio-cultural factors which maintain the child's problematic functioning will be emphasized. The importance of addressing individual differences and diversity in treatment, intervention and prevention efforts as well as the increased responsibility of clinicians working with children and adolescents is stressed. (3 credits)

339 Biofeedback

Prerequisites: 472, 520 (MA students only). This class presents the theory and application of applied psychophysiology (biofeedback) as it is practiced today within mind/body

medicine. A review of the components of the autonomic and central nervous system underlying common used psychophysiological measures (EEG, EMG, HR, etc.) will be presented. The class will examine common applications of biofeedback and the evidence of its efficacy to specific disorders. The class will examine common psychophysiological assessment procedures, personality testing, and interview techniques employed in deciding upon the proper treatment methods for each client. The historical, cultural, philosophical, and spiritual contexts of biofeedback practice will also be examined to discuss important diversity related considerations in treatment planning. (3 credits)

344 Historical & Theoretical Perspectives of Art Therapy

This course introduces the history, philosophy, theory, and practice of the use of art in counseling. The fundamental elements of three modes of art therapy are presented through demonstration, discussion, and required reading. (3 credits)

345 The Use of Art in Assessment, Diagnosis & Treatment Planning

Prerequisites: 346, 402 & 472. This course introduces purposes, issues, and the process of clinical art assessment. Techniques for understanding the diagnostic and therapeutic aspects of projective drawings, nonverbal behavior, speech, and interpersonal transactions are presented. A study of expressive components of artwork, psychological inferences, and report writing is introduced. (3 credits)

346 The Use of Art in Group & Addiction Counseling

This course provides an Adlerian approach to group art therapy. Students are involved in experiences in art making and processing which are applicable to group therapy and addiction counseling with clients. Group therapy as it relates to art therapy is discussed, highlighting those aspects of the group experience that can encourage change in attitude and behavior. (3 credits)

350 Community Psychology/Mental Health

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues such as violence, homelessness, poverty, intolerance, and substance abuse, which impact on the mental health of individuals and communities. Community Psychology is also concerned with preventive mental health. Intervention strategies that involve work with individuals, families, groups, communities, and social and faith-based institutions are reviewed. (3 credits)

402 Introduction to Adlerian Psychology & Psychopathology

Students learn the theoretical principles of Individual Psychology as a basis for understanding the development of the individual's creation of a unique style of living in the context of his/her original family constellation and socio-economic setting. It further emphasizes the contextual setting of pathological development of the style of life within families and society. The course addresses cognitive, affective, socio-cultural dimensions of learning in the individual's training and self-training; the selectivity of perception in the formation of the world view; the purposive nature of behavior; creativity, self-determination, and the indivisibility of the person as well as the

maladaptive manifestation of these as the psychodynamics of psychopathology. Attention is paid to the recursive influence, both adaptive and maladaptive, of society on the individual and the individual on society. (3 credits)

431 Child Guidance & Parenting

This course provides an opportunity to develop knowledge and skills in child guidance and parenting based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are prepared to facilitate a parenting group. Upon completion of the class, students are required to lead or co-lead a supervised discussion parenting group for a minimum of eight sessions. This requirement must be completed within one year of taking this course. (1 credit)

432 Child Guidance & Parenting Group Supervision

Prerequisites: 431; must be engaged in parenting group leadership. Students engaged in leading parenting groups are required to register for supervision. (1 credit)

436 Bio-Psycho-Social-Spiritual Aspects of Addictions

Prerequisite: 438. Major theories of etiology, social dynamics, and psychology of alcohol and other drug disorders are presented within the context of human development. Clinical research is reviewed which enhances a further understanding of the basic physiological, psychological, social and spiritual aspects. Impact on the individual, family, community, and organizations/systems is presented. Considerations for how these disorders apply to special populations such as people of color, GLBT persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, children & adolescents, women, and HIV-positive clients are discussed. (3 credits)

437 Treatment of Addictive Disorders

Prerequisite: 438. This course will focus on the core functions of the alcohol and other drug counselor. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment and aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented. (3 credits)

438 Introduction to Addictive Disorders

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders. Included is an overview of the information needed to assess along with the treatment models of addictive disorders, and provide the tool to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historic development of alcohol and other drug usage, self help groups, and treatment delivery systems. (3 credits)

445-446 Practicum in Substance Abuse Counseling I-II

Prerequisites: Approval of Program Coordinator and Director of Training and Community Service. Students are involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend 300 clock hours per practicum (a minimum of 700 total clock hours) in a supervised field experience. (1 credit each)

447-448 M.A. Practicum Seminar in Substance Abuse Counseling I-II

Prerequisite: Concurrent with Practica (445 & 446). This course is designed to develop alcohol and other drug counseling skills concurrent with practicum field experiences. A group supervision model provides the student with the opportunity to apply previously learned concepts while working in an outside field experience. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning and case management. Students are expected to recognize professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of alcohol and drug counseling. (1 credit each)

450 Child & Adolescent Development & Art Therapy

Prerequisites: 346 & 402. This course presents an inquiry into child development, behavior, and major psychological disorders of childhood and adolescence. Art therapy interventions/techniques for working with normal and exceptional children as well as those with trauma-based disorders, adjustment disorders, conduct disorders, ADHD, PTSD, depression, eating disorders, and developmental disorders are explored. The art therapist's task is to understand the source of dysfunctional behavior whether it is biological, familial, environmental and/or socio-cultural so that cooperative behavior can be encouraged. (3 credits)

451 Sociocultural & Systemic Perspectives in Art Therapy

Required course readings in art, poetry, and narrative story provide a background for discussing current multicultural issues so that students can become more competent in addressing the needs of ethnic minority populations in counseling. Each student's cultural perspective is an essential part of the learning so that one can maintain clarity when working with clients from cultures other than one's own. (3 credits)

452 Theories & Methods of Intervention in Art Therapy I

Prerequisites: 346, 402. This course focuses on understanding family dynamics and treatment strategies involving approaches in art therapy through selected readings, discussions and video presentations. This course also explores ways to create community with the elderly through the process of art making. Students experience application of art therapy through designing and presenting an in-class role play and art experiential as well as participating in class by creating their own art. (3 credits)

453 Theories & Methods of Intervention in Art Therapy II

This course provides experiences in art making and processing which are applicable to therapy and counseling with clients who have survived single or multiple traumatic

experiences. It includes education on various types of traumas, loss and grief, and the potential effect of traumatic experience on the whole person. The frequent co-morbidity observed in trauma clients will be looked at in detail. The course will include an emphasis on assisting clients with skills of pacing and containment as they learn to re-integrate feelings. It also includes techniques to aid in the safe expression of intense affect through expressive art techniques. A brief overview of eating disorders will also be included in this course. (3 credits)

466 Art Therapy Studio: Professional Development

This course is a studio exploration of personal creativity, self-expression, an Adlerian approach to dreams, and direct experience of the creative process with a focus on the relationship of creativity and the meaning one gives to life. Experiential involvement with diverse media is included. Symbol and metaphor will be considered as guidelines for therapeutic change. The student will do an in-depth study of an artist and present in class a self-designed art experiential based on the life and work of that artist. Psychopathology and its relationship to creativity will be explored. (3 credits)

467-468 M.A. Practicum Seminar in Art Therapy I-II

Prerequisite: Concurrent with 480-481. Using a peer consultation model, practicum Seminar provides students engage in practicum training with an opportunity to discuss professional development and the supervision experience. The seminars will cover a broad range of topics that include the student's relationship with the on-site supervisor and other mental health workers, assessment, intervention, goal setting regarding treatment planning of clients, verbal responses to art work of both clients and the practicum student, and possible ways to ameliorate human suffering caused by injustice. The focus is on the development of knowledge, skills, and self-awareness of personal values to provide competent, ethical and socially responsible counseling. (1 credit each)

472 Basic Intervention & Assessment Skills

Upholding the complementary relationship between assessment and intervention, this course is designed to provide students with the foundational knowledge and skills necessary for entry-level clinical practice. In the area of intervention, the course familiarizes students with the essential elements of the psychotherapeutic relationship, common factors in counseling and psychotherapy, meta-theoretical views on human change processes and basic multicultural competency in helping relationships. In the area of assessment, the course covers intake interviewing, the mental status exam, risk assessment and the DSM-IV-TR multi-axial approach to diagnosis. Students also learn about informed consent, confidentiality and the importance of clinical documentation, while solidifying their ability to compose cogent assessment reports and treatment plans. (3 credits)

480-481 Practicum in Art Therapy I-II

Prerequisites: Concurrent with M.A. Practicum Seminar (467-468); permission of Program Director; completion of a minimum of 24 credits hours including 200, 201, 202, 203, 345, 346, 451, 472, and 505; permission of the Director of Clinical Training. This

practicum requires 700 clock hours of clinical art therapy under at least partial supervision of a registered art therapist. (1 credit each)

497 Research Methods

This course integrates the students' academic program of study and clinical interests with an introduction to research design, methodology and statistics. Students are expected to conduct an extensive review of psychological literature and research from the field and prepare a major research paper in an area of special interest. Students in the doctoral program find this course helpful in preparing for the dissertation. Emphasis is placed on the use of the American Psychological Association standards for the preparation of manuscripts. (3 credits)

499 Independent Study

Prerequisite: Permission of the Vice President of Academic Affairs. Students in degree programs are provided an opportunity to pursue advanced study in special areas which Adler School does not normally provide. This is a self-directed study under faculty supervision in any theoretical or clinical aspect related to the curriculum. (1-3 credits)

500 M.A. Thesis

Prerequisite: Permission of the Program Director of the M.A. program. The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member in any theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler School guidelines and American Psychological Association standards. A thesis may be required for credentialing in some jurisdictions. Students should check credentialing requirements where they intend to practice to determine whether they need this course. (3 credits)

502-503 M.A. Practicum Seminar I-II

Prerequisite: Concurrent with Practica (506-507). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit hour each)

505 Professional Development, Issues & Ethics

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics of the American Counseling Association and the American Psychological Association, as well as the history of professional counseling and therapy. A review of theories of social justice and their relationship to ethical decision making will be provided. This course will also reinforce the basics of professional writing and provide an introduction to supervision, consulting and leadership. Students will learn to apply ethical and professional decision-making skills to current issues facing the fields of counseling and psychology. (3 credits)

506-507 M.A. Practicum I-II

Prerequisites: Concurrent with M.A. Practicum Seminar (502-503); completion of a minimum of 24 credit hours of course work, including 200, 201, 202, 203, 472, 505, 520, 641, and either 649 or 649; & permission of the Director of Clinical Training. (1 credit each term)

514 Life Style Assessment & Diagnosis

Prerequisite: 402. This course focuses on the principles of the fundamental Adlerian appraisal process. The range of assessment styles is discussed with an emphasis on making the process a reliable and replicable tool in the cache of the IP practitioner. This course introduces the family constellation and early recollections and their meaning, significance, and usefulness in helping to gain an understanding of the individual's life style and outlook on life. The early social milieu in which the individual develops fundamental attitudes is discussed with an emphasis on understanding the importance of other family members in relation to the individual's subjective view of him/herself and the world. (3 credits)

520 Theories of Psychotherapy

Prerequisite: 472. This course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive-behavioral therapies. The influence of sociocultural and historical factors on the development of theories is examined. (3 credits)

523 Adlerian Approaches to Individual & Family Therapy

Prerequisite: 402. The practical application of Adlerian approaches to psychotherapy are presented with specific emphasis on interventions for individuals and families. Particular emphasis is placed on the respective roles of the therapist and the client throughout the process of the four stages of therapy. Basic Adlerian therapeutic techniques are offered in both individual and family therapy. Interventions that are empirically based best practices are analyzed from an Adlerian perspective. Emphasis is placed on solution-focused interventions, the cultivation of self-storying and dynamics of responsibility. Current research and recommendations for contemporary individual and family problems are discussed as is the use of self-help literature and groups. (3 credits)

569 Life Style & Career Development

This course will examine a person's career trajectory and dynamics within the context of the life style. Students will learn to assess career interests, aptitudes, and options. These will be explored as individual and collective sources of work information. Understanding how these are embedded within the life style will allow students to help clients with career decisions and transitions in the broader perspective of total personal development. (3 credits)

571 Foundations in Counseling & Organizational Consulting

This course introduces students to the field of consulting psychology. Attention is paid to clinical applications and corporate practices as well as the integration of the two.

Societies, organizations, and professional groups are explored as sources for professional exposure and development. (3 credits)

574 Principles of Industrial/Organizational Psychology

This course covers organizational management with respect to human behavior in the workplace. Current developments in the behavior sciences as they apply to the business organization are stressed. Concepts emphasized in the course include individual and group dynamics, motivation, leadership, ethics, power, conflict resolution, decision-making, and stress management. (3 credits)

575 Executive Coaching/Consulting & Leadership Development

Prerequisites: 574 & 580. This course addresses the principles of identifying and developing leadership potential. Both the professional and technical aspects of personality assessment and career development are examined as well as organizational issues of competency modeling succession planning. (3 credits)

580 Organizational Theory & Change Management

This course presents an analytical, in-depth study of key macro- and mid-level organizational theories of structure and design, technology, environmental adaptation, and managerial functions and controls. (3 credits)

584 Organizational Consultation & Group Development

This course examines strategies and methods for developing and increasing the creativity, flexibility, and effectiveness of organizations and managers. Theories, applied analysis, and skill development emphasize the successful introduction of organizational change affecting work units, task groups, and individuals. (3 credits)

585-586 M.A. Practicum Seminar in Organizational Psychology I: Counseling

Prerequisite: Concurrent with 587 & 588. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling. (1 credit each term)

587-588 Organizational Psychology Practicum I & II: Counseling

Prerequisites: Completion of a minimum of 20 credit hours of coursework including 200, 201, 202, 203, 472, 505, 520 641; and either 648 or 649; permission of the Director of Clinical Training; & concurrent with 585 & 586. Students must complete a minimum of 700 clock hours of supervised experience in an approved clinical setting. (1 credit each term)

589 M.A. Practicum Seminar in Organizational Psychology II: Business

Prerequisite: Concurrent with 590. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are

working on in practica are discussed to illustrate general principles of organizational psychology and related business concepts. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling, consultation and business practices. (1 credit)

590 Organizational Psychology Practicum: Business

Prerequisites: Completion of a minimum of 20 credit hours of coursework including 200, 201, 202, 203, 472, 505, 520 641; and either 648 or 649; permission of the Director of Clinical Training; & concurrent with 589. Students must complete a minimum of 300 clock hours of experience in an approved work setting. (1 credit)

596 Practice Development & Issues

Prerequisites: 571, 575, & 592. This course is the capsule course to integrate the Counseling & Organizational Psychology program. The focus is on building a practice “business plan”. The practice areas of private clinical practice, EAP, HMO, fee for service, and management consulting will be explored. The goal is to investigate particular practice areas and develop strategy to practice. This course will build on 571. (3 credits)

601-603 PsyD Assessment Practicum Seminar

Prerequisite: Concurrent with 611-613. Taken concurrently with the diagnostic practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing, to formulate DSM-IV-TR diagnostic impressions, to write an accurate assessment report based on data from the interview and mental status exam, and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum, as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work and to function as peer consultants to their colleagues. (1 credit each term)

604-606 PsyD Therapy Practicum Seminar

Prerequisites: 611-613; 601-603. Concurrent with 614-616. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in their therapy practicum are discussed to illustrate general principles of therapy and intervention. The focus is on the development of knowledge, skills and attitudes, and values needed to provide competent and ethical clinical services. A variety of topics and clinical experiences are offered through class discussion, case presentation, role playing, and structured exercises. (1 credit each term).

607-609 Advanced Practicum Seminar

Prerequisites: 611-616, Concurrent with Advanced Practicum (619-621). This seminar is structured as an opportunity to work one-on-one with a faculty member (assigned after

a student registers for this course) on advanced clinical skills and professional development. Student meets three times per term with a faculty member. May not be transferred or waived. (1 credit each term).

619-621 Advanced Practicum I – III

Prerequisites: 611-616, Concurrent with Advanced Practicum Seminar (607-609).

Students are required to complete a minimum of 700 practicum hours in order to receive credit for this training experience. May not be transferred or waived. (1 credit each term)

623 Life Span Development

Social, cultural, biological and psychological issues of prenatal life, childhood, adolescence, adulthood and aging are presented. Psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement and related issues are explored. The course focuses primarily on the theories and application of normal development using a systems approach. (3 credits)

624 Assessment III: Integrative Assessment

Prerequisites: 627, 628. In this course students will become proficient in writing professional psychological reports integrating multiple facets of assessment data. The course will teach students to effectively organize data, understand the impact of personal bias and sociocultural factors in interpretation of assessment findings, and focus on the individuality of the client's strengths and weaknesses while communicating results in response to a specific question. The development of effective treatment recommendations based on assessment findings will be another focus of the course. May not be transferred or waived. (3 credits)

627 Assessment I: Cognitive & Intellectual Assessment

Prerequisite: Undergraduate Tests and Measures Course. This course introduces students to the theoretical basis, current issues, ethics and clinical use of cognitive and intelligence assessment. An appreciation of the cultural influences and diversity involving assessment procedures is emphasized. Classical and current theories of intelligence are explored. Students are trained in proficient administration, scoring, interpretation and multi-source integrative interpretation of commonly used tests of intelligence and cognition. (3 credits)

628 Assessment II: Personality Assessment

Prerequisite: 627. This course will provide students with an overview of the conceptual, theoretical and empirical issues in the measurement of personality and psychopathology through examination of the reliability and validity of objective (actuarial) and projective methods of personality assessment. Students will learn to administer, score and interpret broad-band measures (e.g., MMPI-2, PAI, etc.), narrow-band measures (e.g., BDI-II, State/Trait Anxiety Inventory, etc), and the Rorschach Inkblot Test, as well as other projective measures (e.g., TAT, Sentence Completion, etc.) The course will also focus on the assessment of personality assets and strengths, criticisms of traditional approaches to personality assessment, and behavior assessment as an alternative to traditional approaches. (3 credits)

632 Cognitive-Affective Bases of Behavior

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behavior. Areas of emphasis will include attention, memory, knowledge, language, reasoning, problem solving, the cognitive bases of affect and consciousness, human learning and theories of motivation. The relevance of these topics to psychotherapy and change, as well as the possible impact of social issues on course topics, will also be examined. (3 credits)

634 History & Systems

A survey of the historical development of major theories, research and practice in psychology is presented. Major systems of psychology are examined. In addition, the course is structured around a number of major philosophical issues and how major theories of psychology have understood and addressed these issues. The influence of sociocultural and historical factors on the development of theories is also examined, with particular focus to the role of psychology in promoting social justice. (3 credits)

636 Biological Bases of Behavior

The course objectives are to make the student aware of pertinent gross and microscopic human neuroanatomy, to build a foundational understanding of neurophysiology and the biology of the nerve, and to become familiar with a variety of clinical issues as they relate to neurophysiology. The emphasis throughout the class will be on developing a working familiarity with the functional neuroanatomy of the human brain. The biological consequences of trauma will also be reviewed. The role of environmental and ecological factors on biological functioning will be discussed to promote socially responsible professional practice. (3 credits)

637 Statistics

Prerequisite: 497. This course concerns concepts and applications of descriptive and inferential statistics and focuses on the statistical methods of data analysis, t-test, F-test, nonparametric statistics (Chi-square), the analysis of variance, multivariate analysis and other techniques. Particular attention is given to the application of research methodology to psychological problems and issues and to policy analysis and formulation. (3 credits)

641 Social Psychology & Individual Differences

This course examines, from a diversity perspective, the theories and concepts of social psychology. Factors related to individual and group identity such as age, gender, sexual orientation, race, ethnicity, socio-economic status and health status are examined to facilitate an understanding of the nature of human behavior in groups, institutions and organizations. The course also considers society's role, and the role of the dominant culture, in the construction and evolution of the self. Multiple determinants of behavior are addressed. (3 credits)

644 Child & Adolescent Health & Dysfunction

The purpose of this course is to provide an understanding of the major psychological disorders of childhood and adolescence. The focus is on the interaction of biogenic,

familial, environmental and socio-cultural factors. The importance of individual differences and responsibility in utilizing diagnostic labels is stressed. (3 credits)

648 Biopsychosocial Bases of Health & Dysfunction I

Clinical manifestations of anxiety and personality disorders across the life cycle are examined using a systems approach. Topics covered include phobias, trauma, personality disorders, psychosexual disorders, etiology, treatment as well as personality traits in healthy development. Advocacy and policy issues regarding mental health and illness are also presented. (3 credits)

649 Biopsychosocial Bases of Health & Dysfunction II

Clinical manifestations of the seriously mentally ill are presented including psychotic disorders such as schizophrenia and mood disorders such as major depression and bipolar disorders. Topics include etiology, epidemiology, expressed emotion, behavioral genetics, course and outcome, treatment, psychopharmacology, policy and advocacy issues. (3 credits)

650 Psychopharmacology

This course is an introduction to the scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. The course builds on the material introduced in the prerequisite course #636. Although this course may be taken concurrently with course #636, students choosing to do so are advised that additional self-study will most likely be required. (3 credits)

651 Assessment & Treatment from a Systemic Perspective

This course teaches basic systems theory and “Metaframeworks,” a comprehensive method for analyzing family and marital systems. These concepts can be applied to a range of dysfunction of marital and family systems as well as healthy family functioning, including the impact of larger systems. Both conventional diagnostic categories and systemic diagnoses will be explored. The primary emphasis is on theoretical analysis and systems thinking rather than intervention, although an integrative treatment model will be presented. (3 credits)

652 Life Cycle & Cultural Issues in Marriage & Family Therapy

Prerequisites: 651 or 66

3. This course takes an in-depth look at the family life cycle, an important conceptual framework for family assessment and therapy. Beginning with intact, middle-class white American families, the course will explore differences related to class, family structure, trauma, and particularly ethnicity. While the course does not focus on therapy, implications for treatment will be explored. (3 credits)

655 Advanced Couples Counseling

Prerequisites: 651 or 663. This is an advanced course on marital and family systems with a particular focus on marital and other committed couple systems. Emphasis is on research-based understanding of couple systems and the implications for relationship

stability and for prevention and clinical intervention. New techniques for handling client resistance and for minimizing relapse will also be presented. (3 credits)

662 Overview of Marriage & Family Therapy Models

This course presents an overview of major models of marriage and family therapy, putting them in historical perspective and discussing how the MFT field has evolved. Important models will be introduced, including major figures in the model's development, important concepts, and typical techniques. Students will be encouraged to critique these models with consideration of power and hierarchy, gender bias, and cultural fit. (3 credits)

663 Effective Marriage & Family Therapy

This course offers an in-depth understanding of several evidence-based models for intervening with families and couples. This course covers a range of dysfunction of marital and family systems and appropriate interventions. Emphasis is on the systematic application of techniques through theoretical analysis, intervention selection and role-playing of interventions. Students will be encouraged to examine how these models fit for themselves theoretically and personally, and how well they fit with a variety of clinical populations. (3 credits)

667-668 M.A. Practicum Seminar in Marriage & Family I-III

Prerequisite: Concurrent with Marriage & Family Practica (664-665). In order to register, students are required to be actively counseling couples and families. Students must either present audio or video tapes or simulate actual sessions for supervision. Rotating case presentations allow focus on intervention skills and theoretical analysis, as well as experiencing the role of case consultant. (1 credit each term)

671 Structural & Sociocultural Bases of Health & Dysfunction

Prerequisites: 350, 641. Traditionally, psychologists work within in circumscribed clinical contexts in which mental health issues are deemed functions of individual pathology. In fact, many mental health issues are symptomatic of structural phenomenon that characterize in the context in which individuals exist and over which they have limited influence, e.g., public policy, institutional behaviors, culturally-embedded biases. The objective of this course is to shed light on these structural variables and how they undermine human well-being. In particular, the course will be designed to (1) provide students with some of the basic analytic and critical thinking skills needed to identify and understand the role of structure in shaping human welfare; (2) help students think about how to integrate structural analysis and understandings into their clinical work; and (3) help students think about how to fulfill their responsibility to their clients as well as society as a whole by encouraging public debate around this issue, and by actively advocating for welfare-enhancing structural change. (3 credits)

672 Race, Ethnicity, & Social Class

Prerequisite: 641. This course is designed to give students an understanding of various minority groups including African Americans, Asians, Latinos, and Native Americans. Students are exposed to the limitations and potential dangers of Western definitions of

cultural groups. Specifically, emphasis is placed on facilitating awareness of biased attitudes, influences of world view, and the consideration of the unique experiences of specific groups that have been marginalized and have experienced discrimination. (3 credits)

673 Gender & Sexual Orientation Issues across the Lifespan

Prerequisite: 641. This course examines the role of gender and sexual orientation as related to lifespan development, personality, lifestyle, behavior, decision-making and attitudes. The course covers the impact of power differentials, social structures, stereotyping and role definitions on gender and sexual identity. Additionally, the course investigates the implicit relationship between gender and sexual orientation and also explores gender and sexual orientation within the therapeutic process. (3 credits)

674 Gay, Lesbian, Bisexual, & Transgender Issues across the Lifespan

Prerequisites: 641 and either 431 or 623. This course focuses on GLBT persons across the lifespan and examines the evolution of the GLBT movement from multiple dimensions. This course includes practical application of strategies useful in working with GLBT individuals of different ages and ethnicities. Sources, forms, and the history of heterosexism and homophobia are covered as are the stages of healthy and positive GLBT identity formation and the potential consequences of “coming out.” Discussions and research surrounding controversial issues affecting the GLBT community serve as the focal point. (3 credits)

676 Global & Cross-Cultural Perspectives on Health & Dysfunction

Prerequisites 641, 671. This course focuses on how culture affects the definition, prevalence, recognition and societal response to health and illness. The course examines the major environmental and systemic threats to psychological well-being and explores contextual views of mental illness that transcend Western views of psychopathology. Research on how a range of physical and psychological conditions are viewed cross-culturally, and on how culture impacts utilization of services, is introduced. Idioms of distress, ritual, and symbolic healing practices are also addressed. Additionally, the unique mental health needs of immigrants and refugees are covered. Finally, the impact of globalization and other cross-cultural, social, economic and political trends on human welfare are also covered, as are novel applications for psychology across the globe. (3 credits)

677 Advanced Issues in Religion & Spirituality - Theory & Therapy

Prerequisites: 641. This course explores the diverse religions and spiritual paths in today's society. Special attention is paid to spirituality and religion as mediators of risk and resiliency. Additionally, the role of religion and spirituality within psychology to date is examined, while also providing an overview of the field's reformed approach to assessing and incorporating religion and spirituality in therapeutic work. (3 credits)

683 Advanced Child & Adolescent Assessment

Prerequisites: 623, 627, 628. This course covers assessment of cognitive functioning, learning and achievement and social/emotional functioning in children and adolescents.

Standard intelligence measures and achievement tests will be included as well as typical personality instruments and procedures for assessment of emotional and adaptive functioning with this special population. Integration of areas of functioning and holistic assessment of overall adaptation and strengths and weaknesses will be emphasized. Attention will also be given to the use and social implications of these tools data and the role of assessment with children and adolescents in diverse contexts. (3 credits)

684 Systemic Interventions with Children & Adolescents

Prerequisites: 338, 644. This course will focus on systemic interventions in addressing the needs of traumatized & disadvantaged children. Areas of emphasis will include trauma and children, behavioral and learning problems associated with conditions of disadvantage and traumatizing environments, diversity issues, advocacy, negotiating social service and educational systems that deal with children. (3 credits)

690 Supervision & Consultation

This course intended to occur late in the doctoral curriculum, during or just before the internship, focuses primarily on clinical supervision, with secondary focus on clinical and programmatic consultation. It provides an overview of all dimensions of supervision, including the supervisory contract, theoretical models of supervision, the supervisory relationship, issues of diversity, gender and power, supervisory modalities, developmental issues, and ethical and legal issues. The course includes an optional laboratory in which students who do not have current supervisory responsibilities can arrange to have quasi-supervisory responsibility for students in lower-level intervention courses. (3 credits)

691 Public Policy, Advocacy, & Social Change

This course is designed to focus on the analysis, formulation, and advocacy of public policy within the context of public administration, community organizing and the policy making process. It identifies methods for understanding the political process as a system and looks at evaluation techniques to address complex policy issues. It examines ways psychologists, behavioral healthcare delivery systems, advocacy groups, and community organizations can work with local, state, tribal, and federal government to address issues of social change. It provides an overview of governmental structure, process, and policies at all levels. The course presents effective methods of communication, advocacy, and lobbying to challenge policy, promote concerns and address needs. (3 credits)

692 The Role of Psychologists in Management, Administration, & Leadership

This course focuses on the development of roles for psychologists in a variety of administrative and leadership roles including behavioral health care management, public administration, and educational leadership. It provides a foundation of motivation and understanding for leadership development by offering theoretical background, practical information, and an opportunity for role modeling to encourage students to develop their organizational leadership skills. It includes those skills necessary for psychologists' own professional growth, development, and success. Theories and practices of good organizational leadership will be reviewed. (3 credits)

695 Doctoral Dissertation Proposal-Continued

Students who do not complete their dissertation proposal in the first term for which they have registered must continue to register for 695 and pay the necessary fee until their proposal has been approved by their committee members. Failure to complete dissertation proposal within three consecutive terms may result in referral to the Student Comprehensive Evaluation Committee. (0 credits)

696 Doctoral Dissertation Preparation Seminar

Prerequisites: 498, 638. The non-credit course is designed to assist students in the early stages of developing a dissertation topic. The focus is on selection and development of a topic, selection of a committee and different stages of the dissertation process. (0 credits)

697 Doctoral Dissertation Proposal

Prerequisites: 498, 638, 639, 640, 696. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete and successfully orally defend a proposal to the satisfaction of their dissertation committee. Approval of the dissertation proposal is also a requirement for all students prior to applying for internship. Students who do not complete this requirement during the first term of registration are required to register for 695 each term thereafter until completed. Failure to successfully complete the dissertation proposal after three terms will result in referral to the Student Comprehensive Evaluation Committee for review. (0 credits)

701 Advanced Psychodynamic Approaches to Intervention

This advanced interactive course aims to consider in depth select schools of psychoanalytic/dynamic thought and their respective theories of development and pathology, and, most notably, their perspective on clinical practice. Object relations, self-psychology, and contemporary structural-relational perspectives will receive special emphasis. Theoretical perspectives that incorporate racial-ethnic, sexual, gender, and other aspects of diversity will be incorporated into the discourse. (3 credits)

702 Advanced Cognitive-Behavioral Approaches to Intervention

Prerequisite: 335. Focuses on advanced theories such as schema therapy and dialectical behavior therapy. The course will cover difficult populations such as individuals with personality disorders, psychotic disorders, and autism. (3 credits)

703 Advanced Humanistic/Existential Approaches to Intervention

Prerequisite: 336. This course builds upon the knowledge and skills developed in the introductory course in humanistic and existential approaches by developing a more in depth appreciation of particular theories and perspectives in this area of practice. The integration of humanistic/existential/transpersonal theories with each other and with other theoretical perspectives will be the focus of the class. In addition, the application of this perspective to a broad range of clinical and social issues will be emphasized. Students will be encouraged to develop their own personal integration of this perspective into their personal and professional lives. (3 credits)

704 Systemic Interventions with Children & Adolescents

Prerequisites: 338, 644. This course will focus on systemic interventions in addressing the needs of traumatized & disadvantaged children. Areas of emphasis will include trauma and children, behavioral and learning problems associated with conditions of disadvantage and traumatizing environments, diversity issues, advocacy, negotiating social service and educational systems that deal with children. (3 credits)

705 Eye Movement Desensitization & Reintegration

Eye Movement Desensitization and Reprocessing (EMDR) is a method of therapy used in the treatment of trauma. EMDR is a physiologically based therapy that helps clients process and integrate disturbing material in new and less distressing ways. This course provides an introduction to the model, provides empirical research associated with the model, teaches the basic process and offers space for students to focus on the relationship between EMDR and specific types of trauma. (3 credits)

706 Trauma Focused Approaches to Intervention

This course covers the history, psychopathology and treatment of trauma-related dysfunction, particularly Post-Traumatic Stress Disorder (PTSD) and its comorbidities. In the course, students learn about the prevalence and incidence of PTSD in civilian and military populations as well as the major risk and protective factors for trauma-related dysfunction, specialized assessments for identifying trauma-related pathology in adults and children, and the major approaches to counseling and psychotherapy for clients struggling with trauma. Major treatment approaches covered in the course include cognitive-behavioral therapy (CBT), eye-movement desensitization and reprocessing (EMDR), somatic experiencing (SE), stress management techniques, group treatment approaches and psychopharmacological interventions.

707 Advanced Group Psychotherapy

(Prerequisite: 337) Building on the introductory course to Group Psychotherapy, this course examines the use of self and promotes development of group facilitation skills through the use of dynamic interaction and modeling. Central to the course is the belief that personal issues can impede the formation of an effective therapeutic relationship and thus impair the client's progress. The class combines the presentation of conceptual material with experiential learning in an unstructured format. (3 credits)

710 Theories & Techniques of Clinical Hypnosis I

This course will serve as an introduction to the theory and practice of clinical hypnosis in psychotherapy and medicine. Students will examine the basic question of "What is Hypnosis" including its fact, fictions, history, and theory. Theories of hypnosis will be explored utilizing the body of historical knowledge, clinical research, and experimental evidence into hypnotic phenomena which has amassed for over two centuries. Students will be able to both learn about and experience the hypnotic phenomena which are discussed in class. Students will also learn and practice basic methods of hypnotic induction, deepening, assessment, and clinical application. Particular emphasis will be

maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice. (3 credits)

711 Theories & Techniques of Clinical Hypnosis II

Prerequisite: Permission of Program Coordinator. Students continue their exploration of theories, techniques, and phenomena in clinical hypnosis work. The main topics include: Advanced Hypnotic Inductions and Testing methods, Ego-Strengthening Protocols, Pain Management, PTSD, Anxiety and Phobic Disorders, Habit Disorders, Constructing Therapeutic Metaphors and Indirect Suggestions, Insight-Oriented and Exploratory Hypnotic Techniques, Ethics and Professional Conduct, and Integrating Hypnosis into Clinical Practice. Students will be able to both learn about and experience the hypnotic phenomena which are discussed in class. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice.. (3 credits)

712 Advanced Theory & Skills in Hypnosis Seminar

Prerequisite: Permission of Program Coordinator. Students learn advanced methods of hypnotic assessment and treatment and discuss their relevance to current theoretical models of hypnotic phenomena. Students will be able to both learn about and experience the hypnotic phenomena which are discussed in class. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice. (3 credits)

714 Research Seminar in Clinical Hypnosis

Prerequisite: Permission of Program Coordinator. Students learn methods of conducting research in hypnosis towards developing a topic of their choosing. The class will focus on an evaluation of the major research paradigms now being employed in contemporary hypnosis research. The student will be guided towards producing a paper which will generate hypotheses for hypnosis research that can be investigated as a research project or dissertation while at Adler. (3 credits)

720 Beginning Neuropsychological Assessment

Prerequisites: 627, 628, 624, 636, and 648. This course is a detailed overview of neuropsychological assessment techniques in common usage. It provides an introduction to functional neuroanatomy and classic neuropsychological syndromes (e.g., the aphasia, agnosias and apraxias) within a sociocultural context. Familiarity with administration, scoring and contextual interpretation of qualitative and objective methods of neuropsychological assessment is emphasized. (3 credits)

721 Intermediate Neuropsychological Assessment

Prerequisite: 720. The course covers selected topics of clinical neuropsychology in depth. It includes a thorough examination of specific neurocognitive functions, such as memory and attention. The neuropathology, assessment and treatment of amnesic disorders, head trauma, the dementias and psychiatric illness are studied in detail. (3 credits)

723 Advanced Neuropsychological Assessment

Prerequisite: 721. This course draws upon the theories and concepts of cognitive and behavioral neurology. There is further grounding in functional neuroanatomy, and the neuropathological bases, assessment and treatment of tumors, seizures disorders, cerebrovascular disease and toxic-metabolic derangements are covered. (3 credits)

722 & 724 Practicum Seminar in Neuropsychology I and II

Prerequisites: Concurrent with 726, 727. Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues. (1 credit each term)

725 Neuropsychological Intervention Techniques

The course introduces students to neuropsychological intervention strategies, such as neurocognitive rehabilitation, based on a thorough assessment of the client's neuropsychological strengths and weaknesses. Intervention strategies for various neuropsychological disorders, including deficits in memory, attention, language, visual-spatial and executive functions are considered.

726-727 Neuropsychology Practicum

An 800 clock hour advanced clinical practicum which provides experience in the administration, scoring and interpretation of neuropsychological assessment techniques under the supervision of a licensed neuropsychologist. Students learn to develop a test battery based on a given referral question, and to integrate their findings to answer this question and to provide useful and clinically relevant recommendations. (1 credit each term)

728 Pediatric Neuropsychological Assessment

This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments are used. Students develop skills in the administration, scoring, contextual interpretation and write-up of pediatric neuropsychological assessment methods. (3 credits)

732 Advanced Assessment: Projective Methods

Prerequisites: 627, 628, 624. This course covers advanced interpretation of projective data using Exner's comprehensive System for the Rorschach Inkblot Test, but also goes beyond Exner's approach to consider the content of the client's responses as well as thematic and sequential analysis. The course also explores the utility of the Rorschach in forensic evaluations, the assessment of thought disorder, and the appraisal of object relations. Additionally, the course covers new and innovative, but empirically based,

approaches to the Thematic Apperception Test (TAT) and other narrative-based instruments. The course also emphasizes the historical roots of projective assessment within the broader realm of personality testing and highlights its pertinent place in clinical assessment today. Adlerian, psychodynamic, phenomenological, and constructivist theories provide the theoretical underpinnings for discussions of data integration, report writing, and providing feedback to clients. (3 credits)

735 Mind-Body Health I

Behavioral medicine is a multi-disciplinary field on which psychology, public health, epidemiology, medicine, public policy and other health related professions intersect to promote emotional and physical well-being. This course provides an overview of assessment, intervention and current research on the psychological mediators of health and illness from a behavior health perspective. Although specific diseases and other medical conditions will be discussed, a broader, cross-disease perspective on behavioral medicine will be emphasized. (3 credits)

736 Mind-Body Health II

This course focuses on the interventions and current research associated with specific life threatening, chronic and acute medical conditions across the life span. The course addresses the psychosocial context of each medical condition and the ways in which psychological support can facilitate coping for both client and family. (3 credits)

737 Primary Care Psychology

Primary Care has provided psychologists a new role within the health care system to deliver behavioral health services. The focus in this course will be on functioning as a primary care consultant within a hospital or outpatient clinic setting. This course will introduce a model of collaborative care to provide continuous and comprehensive care to families in sickness and health, while also highlighting the ethical and relationship dilemmas in this role. Students will receive an overview of behavioral risk factors and sociocultural influences on problems seen in primary care. Common primary care problems, clinical assessment of these common conditions, and clinical interventions suitable for a primary care setting will be covered. Additionally, the effects of health policy, health care financing and design of health care system on individuals' health will be discussed. (3 credits)

739 Mindfulness Meditation

This experiential course will teach students to manage their own stress, and to teach mindfulness-based meditation to others to help them to manage their stress. Scientific studies have shown that meditation practice, as taught in this course, improves various medical and psychological outcomes. Thus, this meditation course provides a potentially valuable skill to clinicians. The Mindfulness-Based Stress Reduction (MBSR) course can be useful in clinical, medical, and corporate settings. (3 credits)

740-742 Doctoral Internship-Full Time

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal & permission of the Director of Clinical Training. Following

completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. In special cases, a two-year, one-half time internship may be obtained. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first three years of the doctoral program. The Office of Training and Community Service assists students in identifying appropriate sites for internships. (0 credits -Students must enroll three consecutive times)

743-748 Doctoral Internship-Half Time

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal & permission of the Director of Clinical Training. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. In special cases, a two-year, one-half time internship may be obtained. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first three years of the doctoral program. The Office of Training and Community Service assists students in identifying appropriate sites for internships. (0 credits-Students must enroll six consecutive times)

750 Police Psychology

This course is designed to cover the five core areas of the field of police psychology. Students will learn the basic principles of psychological diagnosis based on the categories outlined in the DSM Multiaxial Model. Disorders more common to police personnel will be presented along with research-based interventions and their application within a police culture. Students will also learn the basics of research following APA guidelines for the presentation of findings. Students will also learn the requisite skills for the development of reflection papers. In addition, the course will cover the foundation of ethics and ethical codes of conduct including an exploration of theories of social justice as they apply to 21st century urban law enforcement. (3 credits)

751 Psychology of Police Organizations

This course explores the critical thinking, skills and processes required to operate an effective law enforcement agency within a multicultural environment. Issues of assuming command, organizational structure, decision making, maintaining ethical behavior, institutional interventions, hiring practices, community relations, promotional strategies, and psychological well-being will be discussed. Students will be exposed to the essentials necessary to create an effective vision and mission statement along with the steps necessary to operationalize elements of this statement. (3 credits)

752 Assessment Issues in Police Psychology

Students will learn the basic statistical principles used in the development of psychological and promotional testing. Measures of central tendencies, validity, reliability and the fundamental issues of test construction will be presented. In addition, students will learn the more prevalent psychological instruments used in the hiring,

assessment and promotion of police personnel. Concepts underlying personality assessment, projective tests, and intelligence testing will be presented. Ethics of test development and issues of race, gender and other cultural considerations will be presented. (3 credits)

753 Psychology of Critical Incidents & Trauma

This course applies psychological theory to both the human impact of being involved in critical incidents and trauma and the associated operational procedures, within the law enforcement community. Discussion will focus on the nature of trauma as it relates to law enforcement events: line-of-duty death, use of force, hostage incidents, post-event debriefings, bombings, and response planning. Students will learn a working model of how to handle effectively stress from the individual level, small groups and throughout the police organization. This course will utilize discussion, lecture, scenario training, video and self-directed projects

754 Psychology of Evil & Criminal Behavior

This course is designed to explore abhorrent, anti-social and violent human behavior by examining how theories of evil, criminal behavior and psychology have attempted to explain such conduct. The course will look at how police organizations have historically responded to incidents of serial murder, mass killings, cults, riots, organized criminal enterprises and other acts of extreme violence. Intervention strategies will be discussed.

755 Psychology of Terrorism

This course will introduce students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. We shall examine different types of terrorist organizations, based on various criteria – motives, means, objectives, geography and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper.

756 Social & Community Psychology

This course introduces students to the sociocultural factors that impact personality development, the formation of attitudes/values and group behaviors. Issues of bias, prejudice, authority, conformity, stereotyping, gender roles, race/ethnicity, poverty and culture will be discussed. Strategies for addressing these factors within a law enforcement agency will be discussed along with mechanisms for maintaining strong community relations.

757 Psychology of Leadership

This course introduces students to the foundational principles of psychology necessary for effective leadership in most areas of law enforcement. Styles of leadership, motivational strategies, emotional intelligence, conflict management and leadership assessment will be discussed. Students will learn to identify their personal style of

leadership and explore the assets and limitations of their unique style. Techniques for developing and maintaining management groups will be presented along with methods for developing diversity and social awareness within management practices.

758 Thesis & Portfolio Development

This course contains the two capstone projects required for completion of the Master of Arts in Police Psychology. The thesis must focus on an approved topic of research and consist of an extensive literature review of a minimum of 35 pages that reflects a synthesis of theory and research in psychology with a topic or issue in the field of law enforcement. Each thesis must be supervised by an assigned faculty or adjunct faculty member of the Adler School of Professional Psychology and be completed by dates set by school policy. The thesis must contain a minimum of 15 citations from professional literature from either field and/or texts approved by the supervising faculty/adjunct member. A grade of "A" or "B" must be assigned to this work in order to meet graduation requirements. Each thesis must be reviewed by an approved editor prior to final submission. The Portfolio must contain all assignments outlined in the Police Psychology Portfolio Development Information Sheet and be approved by the supervising faculty/adjunct member. (3 credits)

770 Advanced Group Interventions: Conflict Resolution

(Prerequisite: 337) This course extends theory and research on the use of a range of group therapy intervention methods to the resolution of conflict between individuals and groups. Student will be exposed to literature both in the use of group methods for dealing with conflict and reconciliation between opposing parties and in the area of conflict resolution. (3 credits)

800 Cognitive-Behavioral Therapy: Therapy & Applications

This course presents major theories of behavior and cognitive behavioral therapy and their application. There is an emphasis on the practical issues involved in the analysis of thoughts, feelings, and behavior and prescription of behavioral techniques. (3 credits)

801 Expressive Arts with the Trauma Population

This course provides experiences in art making and processing which are applicable to therapy and counseling with client who have survived single or multiple traumatic experiences. Included is education on various types of trauma and the potential effect of the traumatic experience on the whole person. The frequent co-morbidity observed in trauma clients will be looked at in detail. The course includes an emphasis on assisting clients with skills of pacing and containment as they learn to reintegrate feelings. Also includes techniques to aid in the safe expression of intense affect through expressive art techniques. (2 credits)

802 Gay, Lesbian & Bisexual Development

This course introduces and teaches a positive approach to Gay and Lesbian development and positive gay and lesbian identity formation. Students will be introduced to current theories and approaches to psychotherapy working with this particular population as well

as have the opportunity to examine transference and counter-transference issues. (3 credits)

814 Psychology & Consumer Culture

This elective course is intended to be an examination of the historical roots and contemporary consequences of materialistic culture on the psychological well-being of human beings and society-at-large. The course will examine the roots of consumer culture in historical, political and economic factors and the many ways in which consumer culture impact our lives. Topics include the impact of materialistic values on well-being, the impact of commercialism on children, the relationship between consumerism and psychological dysfunctions, the role of globalization, and ways in which psychology can challenge the impact of consumerism and help to effect social changes that diminish the adverse impact of materialism. (2 credits).

815 Mental Health Disaster Response Counseling

The purpose of this course is to educate the mental health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The mental health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for mental health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the mental health disaster response crisis counseling program model, the scope and limits of the program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment.

816 Journaling for Health

This course is designed to develop therapists' skills in the use of journal writing as an adjunct to therapy. The course focuses on empirical research affirming the efficacy of journal writing in boosting immune functioning, reducing stress, and the enhancing of other mind-body effects. The course offers students a laboratory experience as the class explores a long list of writing applications. (1 credit)

818 Cognitive-Behavioral Therapy: Advanced Applications

This course extends the use of the techniques learned in Cognitive Behavioral Therapy (800) and applies them to difficult populations (e.g. individuals with personality disorders and psychotic disorders). The class will also cover special techniques to enhance the effectiveness of CBT in difficult cases.

901-903 Doctoral Dissertation I-III

(Prerequisites: 697, successful completion of the Doctoral Clinical Qualifying Examination.) The Doctoral Dissertation is the final product of the students' academic experience and clinical training in the doctoral program. The dissertation can be about any significant issue or problem that is psychological in content and professionally relevant, including clinical case studies, traditional experimental studies, in-depth theoretical studies, or other types of studies or projects, that makes a contribution to the

field of Adlerian Psychology and to the discipline of psychology in general. Students must begin registering for Doctoral Dissertation within three consecutive terms after approval of their dissertation proposal or in any term in which they are actively working on their dissertation with their committee members. Once students register for dissertation, they must continue registering for three consecutive terms. Students who have failed to complete their dissertation at that time are required to register for 065

Doctoral Dissertation Continuation until they are approved for the Oral Defense. Students receive a grade of In Progress for any term in which they are making satisfactory progress on their dissertation and a grade of No Progress when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NP for either Dissertation Proposal or Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation proposal or dissertation, a grade of CR (Credit) will be issued and all prior grades of NP and IP will be changed to Credit. (0 credits)

905 Community Service Capstone Paper

Prerequisites: Completion of 200, 201, 202, 203 and approval of faculty advisor. The Community Service Capstone Paper is an integrative task required of all doctoral students upon completion of their community service practicum (typically in the first year of matriculation). Students must identify a topic based upon a problem encountered while on their community service practicum. With approval of their faculty advisor, students then complete an integrative paper, that conducts a critical review of literature pertinent to the topic including course material and outside sources and provide an analysis of the problem that includes an innovative perspective aimed at its alleviation. The paper must be completed within 30 days of approval of the topic by the faculty advisor. Students are expected to register for this requirement upon completion of one year full time matriculation or the completion of 51 credit hours whichever comes first. The Community Service Practicum must also be completed prior to engaging in the capstone task. (0 credits)

990 Doctoral Clinical Qualifying Examination—Assessment Competency

Prerequisite: Successful completion of 601, 611, 602, 612, approval of the Examination Coordinator. This is a clinical competency examination focusing particularly on knowledge and skills in assessment required for entry level practice as well as the ability to integration science and practice and provide service in a socially responsible manner. Students are required to submit testing protocols from a battery of psychological instruments given to a client; a detailed psychological testing report; executive summaries; a paper integrating psychological research with an issue presented by the case; and a paper discussing an issue pertinent to socially responsible practice posed by the case. Following review by a faculty member, a student meets with the faculty member for an oral portion of the examination. (0 credits)

991 Doctoral Clinical Qualifying Examination—Intervention Competency

Prerequisite: Successful completion of 990, enrollment in 604/614. This is a clinical competency examination focusing particularly on knowledge and skills in intervention

required for entry level practice as well as the ability to integration science and practice and provide service in a socially responsible manner. Students are required to submit a video or audiotape of a therapy session with a client; a detailed case conceptualization of the client; a self-critique on their performance in the session being presented; an Adlerian formulation of the case; a paper integrating psychological research with an issue presented by the case; and a paper discussing an issue pertinent to socially responsible practice posed by the case. Following review by a faculty member, a student meets with the faculty member for an oral portion of the examination. (0 credits)

995 M.A. Clinical Qualifying Examination

Prerequisite: Completion or near completion of all M.A. requirements & permission of the Registrar. The Qualifying Examination consists of the presentation of a clinical case including an audiotape, an analysis of key interchanges within the session presented, a written case conceptualization and treatment plan, a paper integrating research with the clinical case, and a paper examining social issues pertinent to the clinical case. Students will meet with two faculty examiners to review the material pertinent to the case. The oral presentation will take between one to one-and-a-half hours. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are subject to dismissal from the School. (0 credits)

996 Doctoral Written Qualifying Examination

Upon completion of the prerequisite courses, doctoral students are required to pass a Written Qualifying Examination. Students who fail to pass on the second attempt are subject to dismissal from the School. (0 credit hours)

998 Doctoral Oral Defense

Prerequisite: Permission of the Doctoral Dissertation Committee. Students are required to defend their Doctoral Dissertation during the Doctoral Oral Defense. (0 credit hours)

Faculty Chicago Campus

Dr. Robert Baker is a member of the Core Faculty and Clinical Director of the Psychological Services Center's Prison Aftercare Programs in Chicago. He is also the Coordinator of the Sex Offender Treatment Programs. Dr. Baker earned his B.A. in Economics at Michigan State University and his M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Baker teaches courses in psychophysiology, cognitive psychology, and clinical skills seminars. His additional interests include gerontology, forensics and correctional psychology, neuropsychology, clinical hypnosis, and psychotherapy with children, adolescents and adults.

Dr. Dan Barnes is a member of the Core faculty and serves as the Director and Chief Psychologist of the Dreikurs Psychological Services Center (PSC). He, also, serves as the Director of Clinical Training and in that capacity oversees the PSC's training programs, which include the Pre-Doctoral Internship in Professional Psychology, the therapy and assessment practica and the Post-Doctoral Residency in the PSC's Prison Aftercare Program. He received his B.S. in psychology from Loyola University Chicago, and his M.A. and Ph.D. degrees from the University of Kentucky in Clinical Psychology. He is a licensed clinical psychologist and has maintained a continuous clinical practice since 1972. He teaches courses in systems of psychotherapy and constructivist cognitive psychotherapy.

Dr. Neil Bockian is a member of the Core Faculty. He earned his Ph.D. from the University of Miami, where he studied personality disorders with Dr. Theodore Millon, and mindfulness meditation with Jon Kabat-Zinn. Dr. Bockian has research and clinical interests in the areas of personality disorders, health psychology, meditation, treatment planning, and behavioral medicine. He has written two books on personality disorders, and he has extensive experience treating individuals with spinal cord injuries and patients with chronic pain. He has employed individual therapy, group therapy, hypnosis, relaxation training, and mindfulness meditation in his practice.

Dr. Roseanne Boldt is a member of the Core Faculty and serves as Coordinator of Adler's Psychological Services at Holy Family Parish. Dr. Boldt earned her B.S. in Psychology at St. Mary-of-the-Woods College, her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago, and her Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Boldt teaches courses in Adlerian theory and methods, parenting and group leadership training, and clinical seminars. Her additional interests include the role of the spiritual in psychology, bereavement, marital therapy, forgiveness, and healing; mother-daughter relationships; and psychological aspects of health, immunity and disease.

Dr. Cristina Cox is a member of the Core Faculty. Dr. Cox earned her B.S. in Psychology at Michigan State University and her M.A. and Ph.D. in Clinical Psychology

at Loyola University. She is a Licensed Clinical Psychologist. Dr. Cox teaches courses in child and adolescent therapy, ethnocultural diversity, gender diversity, psychological assessment of children, and clinical seminars. Her additional interests include models of intervention and assessment with children, integrative psychotherapy, bilingual/bicultural and language issues, learning disabilities and cognitive deficits, development and temperament, and consultation in educational settings.

Dr. Raymond E. Crossman is President of the Adler School and a member of the Doctoral Core Faculty. Dr. Crossman completed his B.S. in psychology and fine arts at Fordham University and his Ph.D. in clinical psychology at Temple University. He is President of the National Council of Schools and Programs in Professional Psychology, and he is the Chair of the Council of Chairs of Training Councils of the American Psychological Association. He has taught courses, presented, written about, and developed programs and initiatives in diversity education, psychology training, family therapy and family diversity, and HIV disease prevention and coping.

Dr. Vida Dyson is a member of the Core Faculty. Dr. Dyson earned her B.A. in Psychology at DePaul University and her M.A. and Ph.D. in Psychology/Personality Process at the University of Chicago. She is a Licensed Clinical Psychologist. Dr. Dyson teaches courses in ethnocultural diversity, gender issues, and clinical seminars. Her interests include substance abuse assessment and treatment; schizophrenia; and the professional development of women, blacks, and other minorities.

Dr. Frank Gruba-McCallister is a member of the Core Faculty and Vice President of Academic Affairs. Dr. Gruba-McCallister received his B.S. in Psychology from Loyola University and his M.A. and Ph.D. in Clinical Psychology from Purdue University. He is a Licensed Clinical Psychologist. He teaches courses in history and systems, theories of psychotherapy, advanced psychotherapy, existential psychotherapy, and psychology and advocacy. His interests include health psychology, the integration of psychology and spirituality, transpersonal psychology, peace studies, and the role of psychology in advocacy and activism for social change.

Dr. Olasupo Laosebikan is a member of the Core Faculty. Dr. Laosebikan received his doctoral degree from Loyola University and has taught in a variety of universities in the US including Northeastern Illinois, Chicago State, and the Chicago School of Professional Psychology as well as in Nigeria. He has a wide range of professional and teaching interests including Family System; the interface of psychology and issues of race, ethnicity and poverty; international issues and psychology; spirituality; child and adolescent clinical practice; and sports psychology.

Dr. Erik Mansager is a member of the Core Faculty. Dr. Mansager earned his B.A. in humanities from St. Thomas Seminary College in Denver, his M.A. in marriage and family counseling at the University of Arizona, and his Ph.D. in depth psychology at the Catholic University of Leuven in Belgium. Previously he was the Director of the Counseling Center at the University of North Dakota. Dr. Mansager is currently president of NASAP and has extensive publications and presentations on Adlerian

Psychology. He has particular interest in parenting and the integration of psychology and spirituality, and he has more than 20 years experience providing therapy and education to abused children, adolescent substance abusers and their parents, as well as mediating acrimonious divorces.

Dr. Larry Maucieri is a member of the Core Faculty and serves as the Director of the Clinical Neuropsychology Certificate Program. Dr. Maucieri received his Ph.D. in clinical psychology from Fordham University and did his clinical internship at Yale University School of Medicine. He recently completed a two year postdoctoral fellowship in clinical neuropsychology at Northwestern University, Feinberg School of Medicine. Dr. Maucieri will be teaching courses in the neuropsychology program in addition to courses in biological bases and assessment.

Dr. Steven Migalski is a member of the Doctoral Core Faculty and a licensed clinical psychologist. He is also the Coordinator of Psychological Assessment at Adler's Psychological Services Center. He received his B.S. in Psychology from Loyola University Chicago and both his master's and doctorate from the Illinois School of Professional Psychology. He completed a post-doctoral fellowship in clinical child psychology at the Josselyn Center for Mental Health, where he served as Director of Psychology for four years. Dr. Migalski's areas of concentration include clinical interviewing, personality assessment, mood disorders across the lifespan, assessment of ADHD and learning disabilities, multimodal and constructivist psychotherapies, primary and secondary prevention of HIV-risk behavior, and sexual orientation diversity in clinical practice. In his clinical work and in supervision, Dr. Migalski draws heavily upon the cognitive-behavioral and interpersonal traditions. Dr. Migalski is presently the consulting psychologist for Lawrence Hall Youth Services, and he maintains a very active private practice in Chicago's Lincoln Square neighborhood.

Dr. Harold Mosak is a Distinguished Service Professor and serves as Chair of the Doctoral Scholars in Clinical Psychology Program. Dr. Mosak earned his A.B. in Psychology and Ph.D. in Clinical Psychology at the University of Chicago. He is a Diplomate in Clinical Psychology of the American Board of Professional Psychology, a Life Member and Fellow of the APA, and a Licensed Clinical Psychologist. Dr. Mosak teaches courses in Adlerian theory and methods, clinical seminars, and a year-long "Adler from Scratch" series. His additional interests include the use of humor, the role of the spiritual in psychotherapy, multiple psychotherapy, and group and couples therapy.

Dr. John Newbauer is a member of the Core Faculty and Co-ordinator of the Fort Wayne campus Doctoral Program. Dr. Newbauer earned his B.A. and M.S.Ed. in Psychology and his M.S. in Pre-Clinical Psychology at St. Francis College, his Ed.D. in Counseling and Guidance (Cognates: Psychology and Educational Psychology) at Ball State University, a Certificate in Rehabilitation Administration at DePaul University, and a Postgraduate Certificate in Adlerian Psychology at the Alfred Adler Institute of Chicago. Dr. Newbauer is a Licensed Clinical Psychologist, a Diplomate and Fellow of the College of Forensic Examiners, a Licensed Marriage and Family Therapist, and a Certified Clinical Mental Health Counselor. Dr. Newbauer teaches courses in Adlerian theory and

methods, psychological assessment, gender issues and clinical seminars. His additional interests include correctional and forensic psychology, juvenile delinquency, sexual offenders, clinical hypnosis, custody and parenting issues, and gender and multicultural issues.

Dr. Wendy Paszkiewicz is a member of the Core Faculty and serves as Director of Training and Community Service. Dr. Paszkiewicz earned her B.S. in Psychology at Michigan State University and her Psy.D. in Clinical Psychology at the Illinois School of Professional Psychology/Chicago. She is a Licensed Clinical Psychologist and maintains a private practice serving children, adolescents and families. Dr. Paszkiewicz teaches practicum and internship seminars. Her additional interests include managerial psychology, social interest and responsibility, diversity issues, the professional development of psychologists, and issues of education and training in professional psychology.

Dr. Mary Schneider is a member of the Core Faculty. Dr. Schneider earned her B.A. in Communications and Philosophy at Marquette University, her M.A. in Developmental Disabilities at West Virginia University, and her Ph.D. in Educational and Counseling Psychology at Loyola University. Her degree in marriage and family therapy is from the Family Institute at Northwestern University. She is a Licensed Clinical Psychologist and a Nationally Certified School Psychologist. A Diplomate in Adlerian Psychology, Dr. Schneider teaches courses in child and adolescent counseling, family therapy, and Adlerian theory and methods. She also serves as a clinical representative for the North American Society of Adlerian Psychology.

Dr. Nancy Slater is Core Faculty and serves as Director of the Art Therapy Programs. Dr. Slater earned her B.A. in Psychology at the University of Michigan, her M.A. in Art Therapy at the University of Louisville, and her Ph.D. in Psychology at the Union Institute. She is a Registered Art Therapist (A.T.R.) of the American Art Therapy Association, and a Board Certified Art Therapist (ATR-BC). Dr. Slater is the coordinator of the International Networking Group of Art Therapists. Currently she is the chair of the American Art Therapy Association Ethics Committee. Dr. Slater has taught and directed graduate art therapy programs in Melbourne, Australia, and in Beer Sheva, Israel. She has given conference presentations and consultation in countries outside the US. Dr. Slater's teaching interests include art therapy ethics, art therapy addressing the effects of trauma, multicultural approaches to art therapy and clinical supervision. Her additional interests include art therapy research, international collaborative training and research, and multicultural art therapy intervention in response to domestic violence and sexual assault, to substance abuse, and to the effects of interpersonal violence and war.

Dr. Mark Stone is a Distinguished Service Professor, Program Director of the Master's in Counseling and Organizational Psychology Program, and member of the Core Faculty. Dr. Stone earned his B.A. and B.M. at North Park College, his M.M. at Roosevelt University, his M.S. and Ed.D. at Northern Illinois University, his C.A.S. at the University of Chicago, and his Psy.D. in Clinical Psychology at Forest Institute of Professional Psychology. He is a Diplomate of the American Board of Professional

Psychology and a Diplomate and Fellow of the American Board of Medical Psychotherapists, a Licensed Clinical Psychologist, a Nationally Certified Career Counselor, a Nationally Certified Counselor, a Certified School Psychologist, a Nationally Certified Alcohol and Drug Counselor, and a Certified Supervisor and AODA Counselor CSADC. Dr. Stone teaches courses in research methods, statistics, assessment of dementia, and other neurological topics. His additional interests include Rasch measurement, data analysis, attention and memory, treatment of sex offenders, psychotherapy, organizational consulting, and supervision.

Dr. Thomas Todd is a member of the Core Faculty and serves as Program Director of the Marriage & Family Program. Dr. Todd earned his B.A. in Psychology at Princeton University and his Ph.D. in Clinical Psychology at New York University. He is a Diplomate of the American Board of Family Psychology; a Fellow of the Division of Family Psychology (APA) and of the American Association for Marriage and Family Therapy; a Licensed Clinical Psychologist, and an AAMFT Approved Supervisor. Dr. Todd teaches courses in marriage and family therapy, clinical supervision, and practicum seminars. His additional interests include qualitative research, substance abuse, eating disorders, supervision, and outcome assessment.

Dr. Jaye L. Weems is the new Assistant Director for market development at the Dreikurs Psychological Services Center. Dr. Weems comes to us from the Thornton Township Youth Committee, where he served as its Executive Director. In this capacity, he successfully secured grants and contracts to provide services for a variety of populations, including children, adolescents, adults and elders from diverse ethnic/racial backgrounds. Dr. Weems has a work history that mirrors Adler's mission and vision.

Dr. Jerry Westermeyer is a member of the Doctoral Core Faculty and serves as Dean of Clinical Training. Dr. Westermeyer earned his B.A. in Social Studies at St. Mary's College and his M.A. in International Relations and Ph.D. (Committee on Human Development) at the University of Chicago. He is a Licensed Clinical Psychologist. Dr. Westermeyer teaches courses in psychopathology, human development, and research methodology. His additional interests include successful aging across the lifespan, course and outcome of psychopathology, positive mental health, political psychology, and children's issues in developing countries.

Dr. Ian Wickramasekera II is a member of the Core Faculty and Coordinator of the Clinical Hypnosis Certificate Program. Dr. Wickramasekera earned his B.S. in Psychology with Honors Distinction from the University of Illinois at Champaign-Urbana and his Psy.D. from the Illinois School of Professional Psychology at Chicago. He is licensed in clinical psychology and has worked in a variety of health psychology settings such as pain management and mind/body medicine. In his clinical work he draws upon his background in Buddhism, cognitive neuroscience, humanistic/transpersonal psychology, and mind/body medicine. His major clinical and research interests involve the application of techniques in mind/body medicine such as hypnosis, meditation, and biofeedback to a wide variety of health problems such as chronic pain. He is the current

Secretary of the APA's Division of Psychological Hypnosis (Division 30). His research has appeared in the International Journal of Clinical and Experimental Hypnosis, Journal of Humanistic Psychology, and in Dissociation. Dr. Wickramasekera is also an Associate Editor of the American Journal of Clinical Hypnosis.

Dr. Torrey Wilson is a member of the Core faculty and the Program Director for the Psy.D. program. He earned his Ph.D. in Counseling Psychology from Loyola University. Dr. Wilson served as the program director at Gilda's Club, a cancer support center. He has also held administrative positions at the American Medical Association and Rush-Presbyterian-St. Luke's Medical Center-Rush University. He has been involved in teaching and training at Rush and as a faculty member at Northeastern Illinois, Loyola, and Aurora universities, as well as providing management and diversity training to corporations and organizations as a consultant. Dr. Wilson is a former president of the Chicago Chapter of the Association of Black Psychologists (2003-2004) and serves on several non-profit and organizational boards. Dr. Wilson's interests include multicultural psychology, health psychology/behavioral medicine, and public health.

Part-Time Program Faculty

Dr. Nicole Hoffman is a member of the Part-Time Program Faculty and serves as Assistant Director of the Psychological Services Center. Dr. Hoffman earned her B.A. in Psychology at Indiana University and her M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist. Dr. Hoffman teaches courses in Adlerian theory and methods and appraisal of individuals. Her additional interests include children, families, psychoeducation for parents and teachers, pediatric assessment, pediatric psychopathology, domestic court and psychology, and prevention of child and family dysfunction.

Mr. Leo Lobl is a Distinguished Service Professor and member of the Part-Time Program Faculty. Mr. Lobl earned his B.A. at Queens College, his M.S.S.A. at the University of Pittsburgh, and his Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Diplomate in Clinical Social Work and a Licensed Clinical Social Worker. Mr. Lobl teaches courses in professional development and clinical seminars for M.A. students.

Dr. Bill Powers is a member of the Part-Time Program Faculty and serves as the Program Director of the Master of Police Psychology Program. Dr. Powers received his bachelor's degree from DePaul University in Sociology, a Master of Arts degree in Substance Abuse Counseling and a Doctor of Psychology degree in Clinical Psychology, both from the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Powers is a recently retired Commander with the Chicago Police Department, having served over 30 years with that organization. During that time, Dr. Powers was awarded three of the Department's top awards; The Police Medal, the Award of Valor, and the Superintendent's Award of Merit. In addition, Dr. Powers consults and provides training for a number of law-enforcement agencies around the country.

Dr. Joseph Troiani is a member of the Part-Time Program Faculty and serves as Program Director of the Substance Abuse Program. Dr. Troiani earned his B.A. in Psychology/Sociology at Northeastern Illinois University, his Master's in Health Administration at Governors State University, and his M.A. and Ph.D. in Clinical Psychology at the Fielding Institute. He is a Certified Addictions Counselor. Dr. Troiani teaches courses in substance abuse assessment and treatment. His additional interests include aggression and violence, the mentally ill substance abuser, domestic violence and sex offenders, community mental health, behavioral health and public policy, political psychology, and health care administration.

Faculty Emeritus

Ms. Jane Griffith is a member of the Faculty Emeritus. Ms. Griffith earned her B.A. at Hollins College, her M.A.T. at the University of Maine, and her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago. She is a Nationally Certified Counselor and a Licensed Clinical Professional Counselor. Ms. Griffith teaches courses in Adlerian theory and methods and professional writing. Her additional interests include the psychology of illness and wellness.

Mr. Robert Powers holds the title of Distinguished Service Professor and a member of the Faculty Emeritus. Mr. Powers earned his B.A. in Philosophy at Capital University, his M.Div. at Yale University, his M.A. at the University of Chicago, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. He is a Licensed Clinical Psychologist. Mr. Powers teaches courses in Adlerian theory and methods and spirituality and psychology. His additional interests include couple, family, and child therapy.

Dr. Norman Silverman is a Distinguished Service Professor and a member of the Faculty Emeritus. Dr. Silverman earned his B.A. in Social Science at George Williams College, his M.A. and Ph.D. in Clinical Psychology at Loyola University, and a Certificate in Psychotherapy at the Alfred Adler Institute of Chicago. Dr. Silverman teaches courses in the history and systems of psychology, comparative psychotherapies, personality theory, and Adlerian theory. His additional interests include the philosophy of psychology, human sexuality, social psychology, class structure, politics, ethnic diversity, and birth order.

Dr. Judy Sutherland is a Distinguished Service Professor, former Director of the Art Therapy programs at the Adler School, and a member of the Faculty Emeritus. Dr. Sutherland earned her B.A. in Art and French at Lawrence University, her M.A. in Counseling Psychology at the Alfred Adler Institute of Chicago, and her Ph.D. in Art Therapy at the Union Institute. She is a Registered Art Therapist and Board Certified (ATR-BC) of the American Art Therapy Association, and a Licensed Clinical Professional Counselor. Dr. Sutherland's teaching interests include integrating art therapy with Adlerian theory and methods, heuristic research using art therapy, group art therapy, dreams, creativity, and spirituality.

Adjunct Faculty

Richard Ackley, Ph.D.
Illinois Institute of Technology

Greg Anderson, Psy.D.
Adler School of Professional Psychology

Russell Bishop, Psy.D.
Adler School of Professional Psychology

Pamela Brand, Psy.D.
Illinois School of Professional Psychology/Chicago

Joyce Bookchester, Psy.D.
Illinois School of Professional Psychology/Chicago

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Edward Frischholz, Ph.D.
University of Illinois at Chicago

Leonard Koziol, Psy.D.
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Russell Leander, M.A.

Antonio Martinez, Ph.D.
University of Massachusetts, Amherst Campus

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Tracy R. Scott, Psy.D.
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Chris Stout, Psy.D.
Forest Institute of Professional Psychology

Dr. Russell Swayne, Psy.D.
Illinois School of Professional Psychology

Cheryl Wagner, M.A.
Adler School of Professional Psychology

Charlene Wenc, M.A.
DePaul University

Vancouver Campus

Dr. Russell King is Dean of the Adler School of Professional Psychology in Vancouver, British Columbia and a member of the Core Faculty. Russell provides academic and administrative leadership to a dynamic and growing campus. He completed his BA in Psychology and English Literature at the University of Victoria, and both his MA in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. Dr. King is registered with the College of Psychologists of British Columbia, and has maintained a private practice since 1992. He teaches courses in Adlerian theory and methods, psychopathology, appraisal of individuals, and clinical assessment and interviewing. Additional research interests include developmental psychopathology, and personality disorders.

Dr. Christopher A. Shelley is a member of the Core Faculty. He holds a M.A. from the Adler School of Professional Psychology, a M.Phil. from King's College, London (UK) and a Ph.D. from UBC - Vancouver. His is an accredited Adlerian Counsellor (Institute for Individual Psychology, London), a member of the Psychotherapy Section of the British Psychological Society (BPS) and a member of the International Society for Theoretical Psychology (ISTP). In the 1990s he was co-ordinator of the Institute for Individual Psychology in London and remains co-editor of the British Adlerian Yearbook (since 1995). He is the author of several journal articles, books and book chapters in the fields of psychotherapy, theoretical psychology, and gender studies. In

addition to teaching at the Adler School, he is an adjunct faculty member in Women's and Gender Studies at UBC where he is Lecturer in Gender Relations. Dr. Shelley is also a practicing counsellor in Vancouver where he specializes in adult psychotherapy and counselling with transgendered people.

Adjunct Faculty

Bob Armstrong, Ph.D., R. Psych
University of Arizona

Deb Bailey, M.A., R.C.C.
Adler School of Professional Psychology
Sheila Boyce, M.A., R.C.C.
Adler School of Professional Psychology

Carole Carmack, M.A., R.C.C.
Adler School of Professional Psychology

Doug Cohen, Ph.D., R. Psych
Simon Fraser University

Connie Coniglio, Ed.D., R. Psych
University of Toronto

Georgeanna Drew, M.A., R.C.C.
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Wayne Emery, Psy.D., R.Psych
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Barbara Holmes, Ed.D., R. Psych
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Martin Shoemaker, Ph.D, ABPP, R. Psych
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Director of Training and Community Services
Registrar
PSC Office Manager
Receptionist
Executive Administrative Assistant
Assistant Director, Dreikurs PSC
Reference Librarian

Campus Dean
Assoc. Director of Admissions
Admissions
Office Manager/Registrar
Receptionist
Library/Administrative Assistant

Academic Calendar 2006-2007

Chicago campus

Fall Semester 2006

Semester Starts

September 5

Explorers Day

October 9

Thanksgiving Observed

November 23-24

Semester Ends

December 18

Spring Semester 2007

Semester Begins

January 8

Martin Luther King Day Observed

January 15

Presidents Day Observed

February 19

Good Friday

April 6

Semester Ends

April 16

Summer Semester 2007

Semester Begins

May 7

Memorial Day

May 28

Independence Day

July 4

Semester Ends

August 20

Vancouver campus

Fall Semester 2006

Semester Starts

September 5

Thanksgiving

October 9

Remembrance Day
November 10
Semester Ends
December 18

Spring Semester 2007

Semester Begins
January 8
Family Day
February 19
Good Friday
April 6
Easter Monday
April 9
Semester Ends
April 16

Summer Semester 2007

Semester Begins
May 7
Victoria Day
May 21
Canada Day
July 2
BC Day
August 6
Semester Ends
August 20