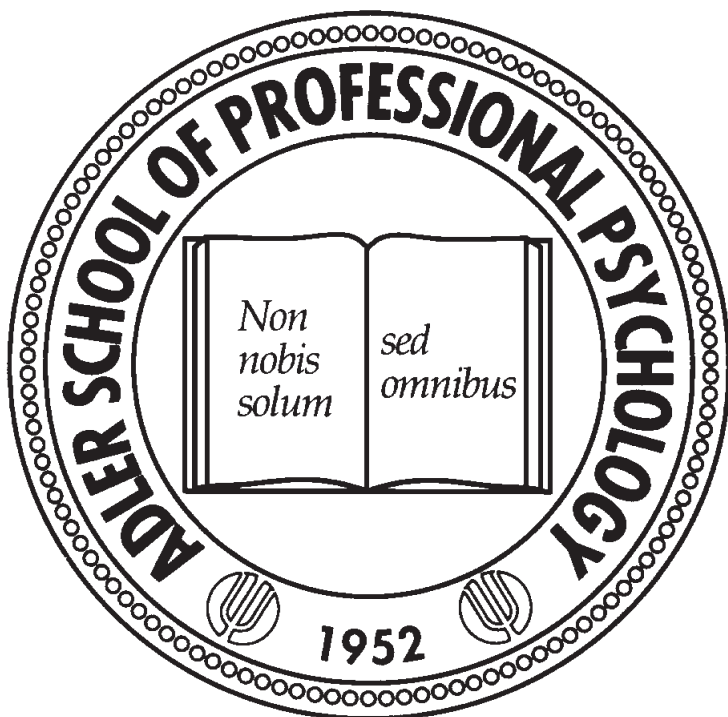


**Adler School of  
Professional Psychology  
Catalog 2008 – 2009**



# **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 for 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, institutes, and community and clinical services. This record of innovation was recognized in the School's receiving the 2007 Award for Innovative Practices in Graduate Education in Psychology sponsored by the Board of Educational Affairs and Council of Graduate Departments in Psychology of the American Psychological Association. The Adler School learning community is comprised of persons of diverse cultures, ages, educational backgrounds, personal interests, and professional experiences. To read more about the Adler School, visit our web site at [www.adler.edu](http://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 held by Adler School 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, 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 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 emphasize the critical need to educate and train socially responsible graduates. This commitment builds upon the work of the first community psychologist, Alfred Adler. Because of the centrality of this commitment to the mission of the school, socially responsible practice has been adopted as a required competency in all degree programs. The attainment of this competency is achieved through a combination of practical training and coursework. The practical training is provided by means of the community service practicum in the first year of most

program curricula. This distinctive feature of the Adler programs enables students to receive an early exposure to the range of problems impacting the communities in which they and future clients live. Academic training includes preparation by means of 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. Thus, in addition to training students to work with individual clients in traditional service settings, Adler School provides students with knowledge and skills that will enable them to expand the practice of psychology into new settings where they are much needed.

The faculty of the School has adopted the following definition of socially responsible graduate:

Socially responsible practitioners possess knowledge, skills, and attitudes that allow them to:

- Understand the role of social context in conditioning physical and behavioral health,
- Integrate this understanding into their professional practice and civic engagement, and
- Actively collaborate with others to reform social, political, and other societal structures and systems that adversely affect well-being.

## **Organization and 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, and is extra-provincially registered under the laws of British Columbia as the Adler School of Professional Psychology, and is tax-exempt.

## Accreditation and Approvals

- The Adler School of Professional Psychology holds various accreditations, approvals, recognitions, and memberships, including the following.
- 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](http://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: ICOPE, 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](http://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 Master of Arts in Counseling Psychology, Vancouver Campus, has ministerial consent under the authority of the Degree Quality Assessment Board (DQAB), Ministry of Advanced Education, Government of British Columbia, P.O. Box 9177, Victoria, BC, V8W 9H8, Canada.
- 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 eligible international students.

## **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. However, students are advised that licensure requirements in some states may require them to take additional coursework beyond those currently required by the Adler School. M.A. students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly.

Graduates of the Vancouver Campus are eligible for membership registration with the British Columbia Association of Clinical Counsellors ([www.bccounsellors.org](http://www.bccounsellors.org)) and/or the Canadian Counselling Association ([www.ccacc.ca](http://www.ccacc.ca)). For other specialized licensure/certification requirements, students should consult the appropriate section of the catalog for that specialty.

Students are advised that licensure requirements are subject to change based on new legislation, and students are encouraged to regularly consult with licensing boards and agencies about current requirements. Students, who intend to practice in locations other than the State of Illinois or the province of British Columbia, are also encouraged to consult with the appropriate agency or board relevant to local licensure requirements.

## **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 at the doctoral level typically requires completion of a period of postdoctoral 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. However, because of the demands required for students seeking graduate education and training in professional psychology, it is typically required that

students enroll full-time in order to focus the necessary time and attention to their studies and clinical training. Note that the Doctoral Program has a one year full-time residency requirement. Degree programs and concentrations are offered in the following areas:

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

Master of Arts in:

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

Certificates and Concentrations in:

- Advanced Adlerian Psychotherapy
- Clinical Hypnosis
- Clinical Neuropsychology
- Marriage and Family Counseling
- Group Psychotherapy
- Substance Abuse Counseling

Concentrations offered (Psy.D. program):

- Substance Abuse Counseling
- Clinical Hypnosis
- Clinical Neuropsychology
- Group Psychotherapy
- Advanced Adlerian Psychotherapy
- Cognitive-Behavioral Therapy
- Organizational Development
- Art Therapy
- Marriage and Family Counseling
- Organizational Development
- Child and Adolescent Psychology
- Primary Care Psychology

## **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 and Campus Locations**

### **Chicago Campus:**

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

The Chicago campus at 65 East Wacker Place is housed throughout six floors of an historic office building overlooking the Chicago River. Facilities include classrooms, administrative and faculty offices, assessment and observation laboratories, computer labs, 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.

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, Navy Pier, Auditorium Theater, Chicago Theater, Oriental Theater, Sears Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

### **Vancouver Campus:**

The Adler School of Professional Psychology - Vancouver Campus  
1090 West Georgia Street  
Suite 1200  
Vancouver, BC V6E 3V7  
Canada

The Vancouver campus is located at the corner of West Georgia Street and Thurlow, in the heart of Vancouver's dynamic shopping and business core. With stunning views, 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.

The Vancouver Campus is conveniently accessible through public transit. The Burrard Skytrain station is easily accessed one block away from campus at Burrard Street (between W. Georgia and Dunsmuir). The Skytrain's Millennium and Expo Lines are just one station away from Waterfront, where connections for the Sea Bus and West Coast Express are available. A major bus hub is also located at Burrard and Dunsmuir Streets, which is 20 minutes from the Vancouver International Airport. Located downtown in an area that is well-known for its shops (Robson Street, and the Pacific Centre Mall) and restaurants, we are also just moments away - either on foot or a brief bus ride - from theatres, the Art Gallery, Stanley Park, and English Bay Beach.

### **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, scholarship/research, and professional contribution.

The faculty consists of core, part-time program, and adjunct or sessional members. Core faculty members are full-time. Core faculty members are actively involved in academic governance, faculty committees, student advisement and mentoring, clinical supervision, curriculum development, community involvement, and research. Core faculty members maintain office hours and are on-site four days per week. The faculty members 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/sessional faculty, visiting professors, and other professionals, who are hired to teach specific courses or render other academic or clinical services. Adjunct/sessional faculty members are chosen for their expertise in specific areas of program curricula.

## **The Library**

The Sol and Elaine Mosak Library of the Adler School of Professional Psychology is a dynamic partner in mentoring socially responsible practitioners through learning, research, and individual service. The Library collaborates with faculty, clinicians, and researchers to support students in their progress to achieve the Adler School's institutional learning outcomes.

The Library is staffed by three librarians and four student assistants, who are available to help the Adler Community to make the fullest use of academic resources for research and curricular needs. In the service of our mission, we select, organize, present, preserve, and teach the resources that best address the current and anticipated academic needs of our students, faculty, and community affiliates.

The Library is a member of the I-Share integrated library system that serves as the online catalog for 71 member libraries in Illinois. I-Share member libraries share resources, so that the Adler School community has access to a shared collection of over 9 million unique records.

Library services include:

- individual research consultation for papers, presentations, theses, or dissertations
- subject-specific classroom instruction sessions
- individual instruction in the selection and use of databases
- interlibrary borrowing of books or journal articles not owned in our collection, through the ILLIAD resource sharing system.



The Library's print collection comprises approximately 10,000 circulating books, over 60 print-plus-online journal subscriptions, and more than 350 instructional audiovisual materials. The Library also licenses over 30 research databases in psychology and the related social sciences, as well as full-text electronic content from 20,008 unique journal titles, over 1,500 electronic books, and several collections of newspapers. Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, SAGE Journals Online, LexisNexis Academic, Academic Search Premier, Credo Reference, SocIndex, and MEDLINE plus Full Text.

Students and faculty have on-site access to electronic resources through public computers in the Library, Computer Labs, and Student Lounge, as well as through wireless nodes throughout the campus. The Library maintains a Web presence on the institution's site [<http://www.adler.edu/library/Library.asp>] and an online community through Scholar360. Equipment is available in the Library for individual or group audiovisual recording and viewing.

The Library maintains and circulates a supplemental collection of selected psychological testing material for the use of students currently enrolled in training placements. The collection includes current editions of most of the widely used group and individual tests, such as the MMPI, PAI, Rorschach, TAT, WAIS, WIAT, WISC, Woodcock-Johnson, and WRAT.

Active participation in consortial activities facilitates interlibrary loan delivery of materials not held at the Library. The Library is a member of the Metropolitan Library System (MLS), and a governing member of CARLI, the Consortium of Academic and Research Libraries in Illinois. These memberships enable the Libraries to participate in resource sharing and collection development programs on a national scale.

The library houses one of the finest research holdings of Adlerian psychology materials in the world, as well as our theses, dissertations, internal publications, and archives that document the institution's unique history. This rich collection preserves the collective memory of Alfred Adler's teachings through a wide variety of materials by and about its central figures.

The library can be contacted by telephone: (312) 261-4070; by e-mail: [library@adler.edu](mailto:library@adler.edu); or by fax: (312) 201-8756.

## **Psychological Services Center**

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center (PSC) at the Chicago campus is a full-service, community mental health center

licensed by the State of Illinois' Department of Financial and Professional Regulation. The PSC has a dual mission: to provide psychological services to underserved populations and to serve as a clinical training site for the School's doctoral and master degree program's students.

**Services:** Services provided to the public include individual, group, family, and couples psychotherapy; neuropsychological, personality, and cognitive ability assessment; support groups; parenting classes; consultation; psychological testing; and psycho-educational programs. In addition to its centrally located clinic, the PSC offers community based services through a variety of satellite locations. Community based services include: prison aftercare programs, behavior health/primary care programs, and a school program. Community based services are growing and incorporating a variety of changes in response to the changing needs of our communities.

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

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

**Clinical Training:** The PSC offers 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 internship is a partially affiliated program, reserving four of its five positions for Adler School students. The PSC's internship program participates in the APPIC match process.

All trainees offer clinical services at the central clinic and a community based satellite. A trainee will be assigned to a particular community satellite based on his/her interests, training and education needs, and abilities. In addition to providing direct clinical service, trainees receive individual, group, and peer supervision; participate in case management and case disposition meetings; and attend didactic workshops and seminars. For more information on clinical training opportunities, e-mail the PSC at [psc@adler.edu](mailto:psc@adler.edu), or call (312) 327-0959.

## **Institute on Social Exclusion**

The Institute on Social Exclusion (ISE) is an integral element of the Adler School. Its mission is to pursue the School's social justice vision by advancing a paradigm shift in popular thought away from social disadvantage defined as a function of individual pathology and personal responsibility toward social disadvantage defined as a phenomenon rooted in powerful, highly conditioning social structures.

The work of the ISE comprises applied research, community outreach, and public awareness. In 2007 - 2008, ISE projects included institutional research for a Chicago Public School that serves disadvantaged girls in grades 7 through 12; the development and implementation of a role-playing Simulation that highlights the barriers that limit the social integration of formerly incarcerated women; and an ongoing research project that examines various indicators of social exclusion (e.g., food insecurity, supermaximum prisons, deaths by preventable disease, voting rights). The ISE conducts a series of public awareness events on such topics as whether there is a right to healthcare; race, ethnicity, and the Chicago police; structural racism; the social psychology of exclusion; and food deserts. The ISE also publishes a newsletter that features student-written critique of contemporary social issues.

Students can become involved in the work of the ISE through independent study projects, the community service practicum, work study, and host of volunteer activities. For more information, please contact the Director of the Institute on Social Exclusion, Lynn Todman, Ph.D. at [ltodman@adler.edu](mailto:ltodman@adler.edu).

## **Nondiscrimination Policy**

The Adler School of Professional Psychology is committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, sexual identity, national or ethnic origin, political beliefs, disability, or veteran status or any other protected status under local, state, or federal law. The educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all state and federal applicable laws. 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 online to all students and to all members of the School community at

www.adler.edu. Questions, concerns, or complaints regarding the School nondiscrimination policy and practice or protection against discrimination should be directed to the Vice President of Administration and will be handled according to Adler School policies and procedures.

## **Diversity**

Celebrating the richness of human diversity is at the heart of Adler School's commitment to social responsibility and is reflected in the content of our curricula and makeup of our faculty and staff, which attracts students the world over. Apparent differences in race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age are implicit. All are woven into the fabric of excellence at Adler School. At every level of our organization, we invite and embrace diversity of faculty, staff, students, sponsors, trustees, vendors, and our wide range of business partners. 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. Our commitment to honoring diversity is not only a concept, it is practiced.

## **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 and 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. In addition, some courses are offered using an online format or a blended format with both on-line and classroom instruction. The learning outcomes and objectives are the same for online, blended, and traditional classes.

## **Registration**

Term schedules are published and updated via the Registrar Community located within the School's e-learning platform Scholar360. Students register on-line, and registration deadlines are published each term. Only students with written approval from their academic advisor may register for more than 15 credit hours in a term.

## **Class Attendance**

Students are responsible for maintaining regular and punctual attendance during 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 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 "F" (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" or "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 Drop and Withdrawal**

Requests to drop a course or exam must be received before or during the published add/drop period. After the published add/drop period of a semester, withdrawal forms will be accepted, and a grade of "W" will be assigned. An official drop/withdrawal form is required and must be signed by the student's advisor. Notifying the instructor or ceasing class attendance does not constitute

an official drop or withdrawal. The official date of a drop or withdrawal is the date the form is received by the Office of the Registrar. Students may not withdraw after the eighth week of a semester. Students who stop attending class or fail to complete an exam without submitting an official drop or withdrawal form will receive a grade of "F," "NC," or "NP" for the course.

A drop fee is charged for withdrawal from each course after the add/drop period. Students, who drop a course or exam during the add/drop period, 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 Half-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 five and nine (5-9) credit hours each term are considered half-time. Doctoral students registered for less than five credit hours are considered less than half-time and are not eligible for federally funded financial aid.

M.A. and certificate students must enroll in eight (8) or more credits to be considered full-time. Master and certificate 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 proposal, dissertation, or internship satisfy the requirement for full-time study, and are eligible to receive Title IV funding and deferments. Students, who are only registered for half-time internship, dissertation proposal continuation, doctoral dissertation continuation, or practicum continuation, meet 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 register for each consecutive term until completion of their degree program, may be administratively withdrawn from the School unless they have previously obtained an approved leave of absence.

Administrative Withdrawal will be noted on the transcripts of students, 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. Students readmitted to the School may be eligible to receive up to 24 credits for coursework completed either at the Adler School or another institution. Students, who wish to appeal the decision of Administrative Withdrawal, can follow the procedures of the Grievance Policy posted online at [www.adler.edu](http://www.adler.edu).

## **Withdrawal in Good Standing**

Students may withdraw from the School in good standing by submitting a letter of request to the Registrar's Office. To withdraw in good standing, students must be in good academic standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, have made full payment of all outstanding tuition and fees, and not be subject to any pending disciplinary, ethical, or academic inquiries. Withdrawal in good standing is noted on the transcript.

Former students, who wish to return to the School after withdrawing in good standing, must submit a new application for admission and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission. Students readmitted to the School may be eligible to receive up to 24 credits for coursework completed either at the Adler School or another institution.

## **Satisfactory Progress**

Students must maintain satisfactory academic progress to maintain good academic standing. To maintain satisfactory progress, students must first remain consistently registered until completion of all degree requirements. Students who fail to maintain active matriculation (i.e. register each term) will be administratively withdrawn from the School, and Administrative Withdrawal will be indicated on the transcript. 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 all 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 and internship (doctoral students), 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.

Master's 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 program.

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 program. 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. Students who fail to maintain good academic standing can face dismissal from Adler School.

## **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 (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical). Upon entry into the program, all Adler School students are provided with a statement regarding the ethical and moral responsibility of the Adler School to ensure that all students' conduct meets expected professional and ethical standards at all times. 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, the Canadian Psychological Association, and the National Council of Schools and Programs in



Professional Psychology, expected of students as they progress toward their degrees. To ensure 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 or immediate 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 or dismiss 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 may be referred for review by the Training Committee or Student Comprehensive Evaluation Committees or face immediate dismissal.

Students with questions as to whether a particular course of action meets the School's expectations for student conduct may receive guidance from their faculty advisor, 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 Master's Clinical Qualifying Examination. The Psy.D. degree program requires successful completion of the Community Service Capstone Paper and the assessment and intervention sections of the Doctoral Clinical Qualifying Examinations. Students, who do not pass the 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 CSCP a second time, may be referred to the Student Comprehensive Evaluation Committee or face immediate dismissal from their program(s). Students, who fail the Master's Clinical Qualifying Examination or the Doctoral Clinical Qualifying Examination the first time, are referred for review by the Student Comprehensive Evaluation Committee or face immediate dismissal from their program and Adler School. Students, who fail on the second attempt for either examination, are subject to immediate dismissal.

## Grading System

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

<b>Grade</b>	<b>Description</b>	<b>Grade Point</b>
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
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, internship, field experiences, independent study, thesis, 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 Master's Thesis, Dissertation Proposal or Dissertation, whose work does not indicate that they are making required progress on completion of their thesis, 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 Master's Thesis, 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 one or more "I" grade may preclude students from enrolling in subsequent terms, may render the student ineligible for federal student aid, and may result in the student being 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 be referred to the Student Comprehensive Evaluation Committee for evaluation or face immediate dismissal from their program and Adler School.

## ***Credit/No Credit***

A grade of "CR" (Credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminars, practicum seminars, practicum/internship requirements, a limited number of regular courses, the qualifying examinations, master's thesis, 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. Once 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 certain grades or evaluative comments made by a faculty member, may file an appeal and follow the procedures of the Grade Appeal Policy, which is posted online at [www.adler.edu](http://www.adler.edu).

Only grades of "C" or lower can be appealed, and these may be appealed only if a grading standard was not set or not followed by the instructor.

In addition, if a student is appealing a grade for a course that is a prerequisite for a class, he or she cannot register for or attend subsequent classes until the grade for the prerequisite has been resolved.

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", are not in good academic standing and will be referred to the Student Comprehensive Evaluation Committee or face immediate dismissal from the School. In case of a referral 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, 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.

Students, who are required to take the writing course, may petition the decision by first meeting with their faculty advisor; and then by submitting the

“Basic Professional Writing Petition to Appeal Form” and by providing any supporting documentation to the Academic Support Services Counselor.

## **Family Education Rights and Privacy Act – FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their educational records.

Students have the following rights:

- to inspect and review educational records by requesting it in writing to the Registrar’s Office,
- to request the amendment of the student’s educational records that the student believes are inaccurate or misleading (Students should submit a written statement to the Registrar’s Office which will be placed in their academic file. Applicants who are not admitted to the School or who do not matriculate following admission have no right of access to their submitted educational records.),
- to have some control over the disclosure of information from their education records.

Student education records will not be disclosed to anyone outside of those individuals within the Adler School educational community to whom the Act allows access, without the student’s written consent, except in the case that the request qualifies within one of the legal exceptions. To release your information to a third party, please fill out a FERPA – PIPA release form online at [www.adler.edu](http://www.adler.edu).

Directory information pertaining to students or graduates may be released to the public at the discretion of the School. Students or graduates, who prefer that their directory information be kept private, must inform the Registrar’s Office in writing.

Students, who believe their privacy has been violated, have the right to file a written appeal to the Director of Student and Alumni Affairs.

## **Personal Information Protection Act (PIPA)**

The British Columbia’s Personal Information Protection Act (PIPA) sets out the rules for how private sectors and not-for-profit organizations, such as the Adler School of Professional Psychology, may collect, use, or disclose information about its students.

Adler School of Professional Psychology collects relevant personal information about its students and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies as a legal exception. To release your information to a third party, students must complete and submit the FERPA – PIPA document release form online at [www.adler.edu](http://www.adler.edu).

Students have access to their academic file through the Registrar's Office. Students, who wish to see the contents of their academic file, should submit written request to the Registrar's Office. The Registrar's Office can take up to 30 days to respond to the student request. Students can submit correspondence to be filed in their academic file to the Registrar's Office.

Students, who believe that their privacy rights have been violated, have the right to file a written complaint to the School Commissioner. The designated School commissioner is the Vancouver Campus Dean. The commissioner can conduct an investigation and will respond to the complaint in writing. For questions about confidentiality of records and privacy of students, please contact the Dean of the Vancouver Campus at 604-482-5510. If the concern is not resolved with the School Commissioner, students can contact the Office of the Information and Privacy Commissioner for British Columbia at [info@oipc@bc.ca](mailto:info@oipc@bc.ca).

## **Students with Disabilities**

It is the policy of Adler School of Professional Psychology to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the BC Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs or activities offered by the School, the student may request accommodations by contacting the Academic Support Services Counselor. The use of these services is voluntary and confidential.

The Academic Support Services Counselor will work directly with the student to develop a reasonable accommodation plan. It is the student's responsibility to present their accommodation plan to their instructor(s) in order to receive necessary accommodations.



# Admissions Policies and Procedures

## Application Process

The Adler School of Professional Psychology takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The School admits individuals with a record of outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those, who will make a difference in the lives of the individuals, families, and in the communities they plan to serve upon graduation.

All applicants for admission to Adler School degree programs and specializations must have a baccalaureate degree from a college or university that 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 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.

Applicants must submit the following:

- Adler School Application for Admission;
- Autobiographic essay/personal statement;
- Application fee (\$50.00);
- Three letters of recommendation accompanying the Adler School recommendation form; and
- Resume or curriculum vitae.

Application forms can be completed online or mailed to the Office of Admissions. Students submitting U.S. or Canadian transcripts should have official transcripts sent directly to the Office of Admissions. Other international transcripts must be evaluated by a transcript evaluation service such as World Education Service ([www.wes.org](http://www.wes.org)) or Educational Credential Evaluators ([www.ece.org](http://www.ece.org)). Please contact the Office of Admissions for specific transcript translation requirements.

## **Application Deadlines**

### ***Priority Deadlines***

The Adler School employs a rolling admissions process. While applications are accepted throughout the year, a February 15th priority deadline is in place for the doctoral program. 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 Fall semester 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 Office of Admissions and submit the tuition deposit no later than April 15 indicating 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 any 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	Fall entry only
M.A. in Counseling	Rolling	Fall and Spring
M.A. in Organizational Psychology	Rolling	Fall entry only
M.A. in Counseling Art Therapy	Rolling	Fall entry only
M.A. in Marriage and Family Counseling	Rolling	Fall entry only
M.A. in Police Psychology	Rolling	All
Specializations	Rolling	All

## **Evaluation of Applicants**

Completed applications will be reviewed by the Admissions Committee. Applicants who are approved by the Admissions Committee will then be scheduled for an interview with a member of the Adler School faculty.

Applicants are evaluated on many factors including the following:

- Academic performance;
- Content and clarity of written and verbal communication;

- Strength of recommendations;
- Personal and professional presentation throughout the admissions processes;
- Community service interest and/or experience;
- Professional and/or prior work experience; and
- Integrity, motivation, and personal ethics.

## **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 an applicant does not fully meet the requirements for admission but demonstrates exceptional motivation or other qualifications as well as the ability to comply with additional conditions specified by the Admissions Committee.

Provisional status will be noted in the student's academic file until the provisional criteria 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 Psy.D. to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (Psy.D. students) or \$300 (M.A. 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 applicant's files will be inactivated.

## **Deferring Admission**

Students, who have been fully admitted into a degree program, may defer their admission for up to 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, and a \$200 nonrefundable deferment fee on file with the Office of Admissions. Students, who defer their admission, will be subject to program requirements in effect at the time of the new application. 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: Chicago Campus**

International applicants must submit a completed application as outlined above. In addition, any applicant whose first language is not English 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 take the computer-based TOEFL must receive a minimum score of 213. Students who take the Internet-based TOEFL must receive a minimum score of 79. Students that have earned a Bachelor's or Master's 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 according to the school's payment schedule. Current 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 U.S. 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, the appropriate tuition deposit, and all other financial verification paperwork. Students should allow enough time for securing an F-1 student visa in their country for travel to the U.S. 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 U.S. address. I-20s cannot be mailed to Post Office Box numbers.

Once students arrive on campus, they must notify the Office of Admissions of their arrival and update their U.S. 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 School scholarships unless otherwise noted.

## **International Applicants: Vancouver Campus**

International applicants must submit a completed application as outlined above. In addition, any applicant whose first language is not English 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 take the paper-based TOEFL must receive a minimum score of 580. Those who take the computer-based TOEFL must receive a minimum score of 240. Students who take the Internet-based TOEFL (IBT) must receive a minimum score of 92. Students should achieve a minimum of 22 on each of the four sections of the IBT: reading, writing, listening, and speaking. Students that have earned a Bachelor's or Master's Degree in an accredited program in Canada or the United States may not be required to take the TOEFL.

For international students coming from outside of Canada, students must apply for a Study Permit. For more information, please contact (in North America) (888) 242-2100 or [www.cic.gc.ca](http://www.cic.gc.ca). Once enrolled in the Adler School program, students must pay tuition and fees according to the school's payment schedule.

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 School scholarships unless otherwise noted.

## **Students-at-Large / Non-Degree Seeking**

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

Applicants for SAL/NDS must submit a completed application form, nonrefundable \$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 an SAL/NDS student.

If admitted as SAL/NDS a student may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the School Catalog. SAL/NDS students are not eligible for financial aid and may not enroll in courses which are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit may apply toward completing a degree for SAL/NDS students, who are admitted to a degree program within one year of completing SAL/NDS courses. Successful completion of course work, however, 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 within one academic year, 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. Those who seek admission to a degree or certificate program within one year of completing their last course as SAL/NDS, 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.

## **Changing or Adding Programs**

Psy.D. students may complete a Master's degree program, and M.A. students may change from one Adler School Master's degree program to

another by submitting the appropriate application forms. Students must satisfy admission requirements for the degree or certificate program at the time of 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 twenty-four (24) credit hours of graded course work and be actively engaged in a practicum before applying. Students are required to submit a Psy.D. application, three letters of recommendation from Adler School faculty and practicum supervisors with at least one from their academic advisor and one from their current program director, a 500-word personal statement, and an official Adler School transcript. The application deadlines for Psy.D. applicants apply to Adler School Master's students, who are applying for the Psy.D. program. Once all materials are received, the Admissions Committee will review the application and determine whether the applicant will be scheduled for an interview with doctoral core faculty as the final stage of the application process. Students from M.A. programs who have been accepted to the doctoral program must complete all requirements for their M.A. degree no later than one year after acceptance.

## **Readmission**

Applicants, who have been accepted for admission but fail to matriculate within one year or who were previously enrolled but withdrew from their degree program or were administratively withdrawn, must wait one year to 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. A maximum of twelve (12) credit hours may be transferred into a M.A. program and a maximum of twenty-four (24) credit hours may be transferred into the Psy.D. program.

Graduate courses from regionally accredited institutions that are equivalent to courses required in the students' degree program at Adler School and in which students have earned grades of "B" or better may be considered for transfer credit. Electives and clinical or community service 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 School.

Requests for transfer credit will be reviewed for admitted students prior to new student registration. Please refer to the Office of Admissions for information regarding transfer credit applications and deadlines.

Transfer of Credit forms are available from the Office of the Registrar. A fee is assessed for each course evaluated for transfer credit eligibility. All requests for transfer credit should be completed by the end of a student's first term in their program.

## **Tuition and Financial Aid**

### **2008-2009 Tuition and Fees Schedule**

The following Schedule of Tuition and Fees is effective as of September 1, 2008. 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 and Fort Wayne 2008-2009 Tuition and Fee Schedule***

#### Admissions Fees and Deposits

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs	\$300
Deposit (non-refundable) – Psy.D. program	\$500

#### Tuition

Tuition – Standard M.A. and Certificate Credit Hour	\$810
Tuition – Standard Psy.D. Credit Hour	\$850
Tuition – Audit M.A. and Certificate Credit Hour	\$405
Tuition – Audit Psy.D. Credit Hour	\$425
Tuition – Dissertation Credit Hour	\$850
Tuition – Dissertation Continuation	\$1700
Tuition – Internship (per term)	\$850
Tuition – Internship Half-Time	\$425
Tuition – M.A.P. Credit Hour (includes fees & books)	\$970
Tuition – Preparation Course	\$150



### Registration-Based Fees

Fee – Dissertation Oral Defense	\$350
Fee – Professional Liability Insurance	
-Per term Practicum and Internship	\$50
-Per term Community Service Practicum	\$25
Fee – Student Activity (per term)	\$190
Fee – Qualifying Exam	\$810
Fee – M.A. Qualifying Exam	\$810
Fee – Psy.D. Qualifying Exam	\$850

### Degree Completion Fees

Fee – Graduation Fee (per degree)	\$120
Fee – Continuing Education Certificate Processing	\$25
Fee – Replacement Diploma	\$35

### Miscellaneous Fees

Fee – Course Drop (per drop)	\$40
Fee – Late Registration (per occurrence)	\$100
Fee – UPASS - University Pass	
(per semester for full time students)	\$74
Fee – Returned Check (per occurrence)	\$50
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$150
Fee – Late Payment	2% of balance per Month

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.

### ***Vancouver 2008-2009 Tuition and Fee Schedule***

#### Admissions Fees and Deposits (in Canadian Dollars)

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs	\$300

#### Tuition

Tuition (per credit hour)	\$580
Tuition – Audit (per credit hour)	\$290

### Registration-Based Fees

Fee – Student Activity/Library Fee (per term)	\$140
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add Fee (per occurrence)	\$50
Fee – Qualifying Exam	\$700

### Miscellaneous Fees

Fee – Course Drop Fee	
90 % refund if 30+ days prior to the first day of class, 80 % refund if less than 30 days prior to the first day of class, no refund issued once a class has started	
Fee – Returned Cheque (per occurrence)	\$25

Vancouver students may pay tuition and fees by cheque or money order made payable to the Adler School of Professional Psychology. The School also accepts Visa, MasterCard, American Express, and Interact Direct payment.

## Payment Information

Tuition and fees are due and payable in full two weeks prior to the start of the term. Payments made to the School are first applied against any previously existing balance, then to current charges.

Students are responsible for all tuition 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. It is the policy of Adler School to submit delinquent accounts to external collection agencies.

Vancouver students, who opt for a deferred payment plan at the time of registration, are responsible for paying their tuition and fees over a 3-time payment plan. The first installment is due at the time of registration. Subsequent payments are listed on the registration form published each term. The deferred payment plan is an additional \$15/credit hour.

## Tuition Refunds

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

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

### Chicago and Vancouver 15 Week Term Schedule

Chicago: End of sixth business day of the term by 5pm CST Vancouver: End of sixth business day of the term by 5pm PST	100%
Chicago: End of the eleventh business day of the term by 5pm CST Vancouver: End of the eleventh business day of the term by 5pm PST	50%
Chicago: After the eleventh business day of the term Vancouver: After the eleventh business day of the term	0%

Business day is defined as any day where the schools administrative offices are open which typically includes Monday through Friday from 9:00 a.m. to 5:00 p.m. excluding select holidays (please refer to the Adler School academic calendar).

### Vancouver Intensive/Weekend Course Refund Schedule

Before the first session of the course	100%
Before the second session of the course	50%
After the second session of the course	0%

Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.

Students, who formally withdraw from the Adler School, will be refunded in accordance to the school's refund policy based on the official withdrawal date processed by the Registrar's Office.

Students, who are approved for a leave of absence, and are currently registered for coursework, will be refunded in accordance to the school's refund policy based on the official drop date processed by the Registrar's Office.

Students, who are administratively withdrawn from the School, are subject to the School's tuition refund policy. In addition, those students, who participate in financial aid programs, are subject to the return of Title IV funds as mandated by the Federal Government. Please see the Financial Aid section of the catalog for more information.

## **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 Commission on Proprietary Education (ICOPE) 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 ICOPE follows. In this instance, the "institution" refers to the Adler School.

1. Adler School will make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.
2. A student is entitled to a full refund if one (1) or more of the following criteria are met
  - (A) 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.
3. 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).
4. 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).
5. 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).
6. 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).
7. 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.

## **Financial Aid: Chicago Campus**

The Adler School of Professional Psychology is approved by the U.S. Department of Education to award federal student aid to eligible students. In addition to our participation in the Title IV Federal Assistance program, we have several 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
- Federal Graduate PLUS Loans
- 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 begin the financial aid process by completing and submitting a Free Application of Federal Student Aid (FAFSA) to the Department of Education at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

## **Federal Financial Aid Eligibility Requirements**

- Be a citizen of the United States or an eligible non-citizen. (Proof of citizenship may be required.) International students should contact the Office of Financial Aid for information.
- Be matriculated in a degree or certificate program at Adler School.
- Maintain satisfactory academic progress: completion of at least 70% of all attempted coursework and a cumulative GPA of at least a 3.0.
- Maintain at least half-time enrollment as defined by your academic program:
  - Master's or Certificate candidates: at least 4 credit hours per semester
  - Psy.D. candidates: at least 5 credit hours per semester
  - - OR – enrollment in any of the following: Practicum, Practicum Continuation, Internship (part-time or full-time), Dissertation Proposal, Dissertation, Dissertation Continuation

## **Types of Financial Aid**

### ***Federal Stafford Loan***

Federal Stafford Loans are awarded to students, who have completed the FAFSA and meet all financial aid eligibility requirements. Federal Stafford loans disbursed during the 2008-2009 academic year have a fixed interest rate of 6.8%. There are two types of Federal Stafford Loans: subsidized and unsubsidized.

- **Subsidized Stafford Loans**

Subsidized Stafford loans are need-based loans. While a student is enrolled at least half-time in an academic institution or during any other periods of loan deferment, all interest on subsidized loans is paid by the federal government. Interest on the loan only begins to accrue after the student has graduated, withdrawn, or dropped below half-time enrollment.

- **Unsubsidized Stafford Loans**

Unsubsidized Stafford loans are available to all students, who meet financial aid eligibility requirements, regardless of financial need. Interest begins to accrue on unsubsidized loans immediately upon disbursement.

### ***Federal Work-Study Program***

This program allows students with financial need to earn money by working on campus up to 20 hours per week. Under this program, the federal government pays a portion of the student's wages and the Adler School contributes the remainder. Students who apply for and are hired for Federal Work-Study positions are required to attend a work study orientation before they can begin working.

### ***Federal Graduate PLUS Loan***

This is another type of federally-backed, unsubsidized loan that is available to students who need additional aid after accepting their Stafford loans. Graduate PLUS loans have a fixed interest rate of 8.5% and may be consolidated with subsidized and unsubsidized Stafford loans.

## ***Alternative Loans***

These are private loans and cannot be consolidated with Stafford Loans. Because they are not federal loans, they may be available to international students and students who do not file a FAFSA. Interest rates on alternative loans are not fixed and they can vary by lender and by the borrower's credit rating. Alternative loans require credit approval; if credit is denied, an endorser will be required.

## ***Scholarships***

Scholarships are a form of gift aid and do not have to be repaid. Scholarships vary in amount and can be based on a student's financial need, merit, community involvement or other criteria.

- **Adler Institutional Scholarships:** Adler School funds a limited number of scholarships for both incoming and current students. Students must be enrolled full-time to receive a scholarship from Adler School. For descriptions of these scholarships and application requirements, please refer to the following website: [www.adler.edu/services/Scholarships.asp](http://www.adler.edu/services/Scholarships.asp)
- **Scholarships from Outside Institutions:** The Office of Financial Aid posts any information we receive about outside scholarships in the "Office of Financial Aid" community on Scholar 360, Adler's online student forum.

## ***Veteran's Benefits***

Students eligible for U.S. veteran's benefits should consult with the Office of Financial Aid. All funds are processed according to Title 38, Sections 1651 and 1701, of the State Approval Agency for Veteran's Education.

## ***Academic Progress Requirements and Probation***

In order to participate in Title IV federal assistance, federal regulations require that students meet certain academic criteria in order to remain eligible to receive aid. The Adler School requires students to maintain the following:

- At least a 3.0 cumulative GPA for all course work attempted.
- Completion of at least 70% of course work attempted at Adler School. Successful completion is indicated by a grade of A,B,C, or P. Incomplete (I) or In-Progress (IP/CIP) grades do not count until changed to A,B,C, or P. Once the grade change goes into effect, it is the student's responsibility to notify the Office of Student Financial Aid.



The first time a student fails to meet either of these criteria, s/he will be placed on financial aid probation. If a student on probation again fails to meet either of these criteria in any subsequent semester of enrollment, the student will be ineligible to receive federal financial aid for the duration of his/her time at Adler School.

Exception – If a student withdraws from courses mid-semester due to a medical condition, death of a family member, or another exceptional circumstance, s/he may appeal to the Office of Financial Aid to maintain financial aid eligibility. Medical or other documentation may be required.

### ***Registration Deadline for Financial Aid***

The budget guidelines for the 2008-09 academic year allow students to receive enough financial aid to cover their cost of tuition and fees and receive a refund check of up to \$8,316 per term. To ensure that student loan refund checks are distributed each semester in a timely manner, the Office of Financial Aid calculates students' financial aid budgets the week prior to the start of a term. If it is determined that a student has applied for more financial aid than his/her budget allows, the school will reduce the amount of disbursed student loans to fall within budget guidelines. For this reason, we strongly recommend that financial aid recipients finalize their registration at least two weeks prior to the start of a term. If a student adds courses after his/her financial aid budget has been calculated and any necessary loan reductions have been made, it is the student's responsibility to contact the Office of Financial Aid to re-request those funds. It can take four to six weeks after the student has re-requested funds for a refund check to be produced.

### ***Administrative Withdrawals***

In the event a student is administratively withdrawn from the School, the Office of Financial Aid is required by Federal Law to recalculate a student's eligibility for financial aid awards. A calculation is used to determine the amount of "earned" and "unearned" aid based on the effective date of the administrative withdrawal. If a student completes 60% or less of the term, the Office of Financial aid determines the amount of "earned" aid based on the amount of the term completed. If a student completes more than 60% of the term, s/he is considered to have earned 100% of the awards disbursed for the term. "Unearned" awards must be returned to the lenders. The School and the student share the responsibility of returning "unearned" awards. The student is responsible for repaying the School for any balances owed as a result of the return of financial aid money.

## ***Additional Requirements and Regulations***

Recipients of financial aid are required to attend at least one debt management seminar prior to graduation. Presentations are offered each term by the Office of Financial Aid.

Federal regulations stipulate that all students awarded Federal Stafford loans are required to complete an online entrance loan counseling session before their loans can be disbursed. Additionally, an exit loan counseling session is required upon graduation or withdrawal from Adler School of Professional Psychology. Students will be awarded diplomas upon completion of these requirements.

## **International Students: Chicago Campus**

International students are eligible for scholarships, institutional work-study, and alternative loans. Alternative loans are approved based on credit ratings and usually require a co-signer, who is a U.S. citizen. 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.

## **International Students: Vancouver Campus**

International students attending the Vancouver campus are not eligible for Canadian Federal or provincial student loans. However, international students are eligible to work off campus through the Canada and Immigration (CIC) off campus work permit program. For more information about this program, please visit [www.cic.gc.ca/english/study/work-offcampus.asp](http://www.cic.gc.ca/english/study/work-offcampus.asp).

## **Financial Aid: Vancouver Campus**

### **BCSAP Information for Students**

BCSAP was created to help eligible students with the costs of post-secondary studies at colleges, universities, university colleges, institutes, and private training institutions. It is a needs-based program, which exists to supplement, not replace, funds available to students through work, savings/assets, and family resources/income. A basic principle of BCSAP is that the primary responsibility for the funding of post-secondary education rests with students and their immediate families.

The British Columbia Student Assistance Program is a joint program between the federal and provincial government.

The application form for BCSAP is a one-stop process to apply for two kinds of funding: loans and grants. These include:

## **Loans**

### ***Canada Student Loan (CSL)***

- This loan is subsidized by the federal government. It is issued in the form of a Schedule 1.
- Interest will be paid by the federal government while you are attending school full time.
- Maximum assistance is 60% of total funding, up to \$165 per week of study.
- You must be enrolled in at least 60% (40% for students with permanent disabilities) of a full-time course load.
- Repayment will begin six months after your studies end.

Information is also available on the Internet at [www.hrdc-drhc.gc.ca/student\\_loans](http://www.hrdc-drhc.gc.ca/student_loans)

### ***British Columbia Student Loan (BCSL)***

- This loan is subsidized by the provincial government. It is issued in the form of a master B.C. Student Loan agreement.
- Interest will be paid by the provincial government while you are attending school full time.
- Repayment will begin six months after your studies end.

## **Grants**

### ***Canada Study Grant for Students with Dependents (CSG)***

CSG funding is for students with dependents (includes children or other wholly dependent relatives, but does not include your spouse).

The CSG is not 'additional' assistance. The weekly program maximum of \$435 per week of study still applies.

Students with one or two dependants may be eligible to receive up to \$40 in Grant funding for each week of study. Students with three or more dependants may be eligible to receive up to \$60 in Grant funding for each week of study.

## ***Canada Study Grant for the Accommodation of Students with Permanent Disabilities (CSG-PD)***

The Canada Study Grant program for students with permanent disabilities is designed to help students overcome educational barriers that they may have due to their permanent disability. Only students with permanent disabilities creating barriers to post-secondary education are eligible to receive non-repayable Grant (for up to \$8,000 per program year) to purchase adaptive equipment and support services to help access public or private post-secondary institutions.

CSG-PD funding can be used for (if these services are not provided by your school):

- sign language interpretation;
- specialized tutoring services (for disability-related learning barriers);
- note-takers;
- readers;
- attendant care (while at school);
- specialized transportation (e.g. handyDART to and from institution only);
- alternate formats (e.g. large or Braille print, talking textbooks);
- technical or recording equipment, including Braille, talking calculator, and tape recorders;
- computers and other adaptive technical aids and software;
- reimbursement of 75% of the cost of a Learning Disability Assessment up to \$1,200 (if the assessment meets ministry criteria)

To be eligible for reimbursement, students must require the assessment for further accommodation at the school they are attending.

## ***Canada Access Grant for Students with Permanent Disabilities (CAG-PD)***

This program assists students with permanent disabilities in both full-time and part-time programs with a grant of up to \$2,000 per program year. The \$2,000 will be applied before any other funding to reduce the assessed need for full-time students. For part-time students, the grant will be awarded before part-time loans.

To qualify automatically, students must have applied and been approved for the British Columbia Student Assistance Program or for the Part-Time studies program and have:

- Previously received a Canada Study Grant for the Accommodation of Students with Permanent Disabilities; or
- Previously been approved to study at a 40% reduced course load for BCSAP through the Appeal Process - Appendix 6: Appeal Request.

## **Scholarships**

Scholarships are a form of gift aid and do not have to be repaid. Scholarships vary in amount and can be based on a student's financial need, merit, community involvement, or other criteria.

### ***Adler School Institutional Scholarships***

Adler School funds a limited number of scholarships for both incoming and current students. Students must be enrolled full-time to receive a scholarship from Adler School. For descriptions of these scholarships and application requirements, please refer to posted scholarship applications at the Vancouver Campus.

## **M.A. in Counseling Psychology (M.A.C.)**

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 comprehensive graduate program can be completed in 24 months of full-time attendance. Graduates of the program are well prepared for a wide variety of community mental health positions in human service agencies and organizations in both the public and private sectors. This degree program exceeds the academic and pre-degree training and education requirements for the Licensed Clinical Professional Counselor (LCPC) in the State of Illinois and the Registered Clinical Counsellor (RCC) in the Province of British Columbia.

Graduates of the Vancouver Campus are eligible for membership with the British Columbia Association of Clinical Counsellors ([www.bc-counsellors.org](http://www.bc-counsellors.org)) and/or the Canadian Counselling Association ([www.ccacc.ca](http://www.ccacc.ca)). However, this degree is not intended to, nor does it prepare students to qualify upon graduation for membership with the College of Psychologists of BC or to use the designation "Psychologist" in British Columbia.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Clinical Professional Counselor (LCPC) credential in the State of Illinois, and current requirements for the Licensed Professional Counselor (LPC) in the State of Illinois, students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. M.A.C. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly. 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 typically require:

- 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
- A designated major in Psychology or completion of the equivalent of twelve semester credit hours in undergraduate psychology with grades of no less than "C" or better in each course. These courses should include general or introductory psychology, abnormal psychology, research methods, and theories of personality.

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

## Degree Requirements (M.A.C. - Chicago Campus)

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.
	337 Group Psychotherapy	3 cr.
	350 Community Psychology and Mental Health	3 cr.
*	402 Introduction to Adlerian Psychology and Psychopathology	3 cr.
	431 Child Guidance and Parenting	1 cr.
	432 Child Guidance and Parenting Group Supervision	1 cr.
	438 Introduction to Addictive Disorders	3 cr.

*	472	Basic Intervention and Assessment Skills	3 cr.
	497	Research Methods	3 cr.
	502	M.A. Practicum Seminar I	1 cr.
	503	M.A. Practicum Seminar II	1 cr.
*	505	Professional Development, Issues and Ethics	3 cr.
	506	M.A. Practicum I	1 cr.
	507	M.A. Practicum II	1 cr.
	510	Preparation for Counseling Practice	3 cr.
*	516	Individual Appraisal for Counselors in Practice	3 cr.
*	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle and Career Development	3 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.
*	647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
	662	Overview of Marriage and Family Therapy Models	3 cr.
	671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
	679	Counseling Multicultural and Marginalized Communities	3 cr.
	995	Master's Clinical Qualifying Examination	0 cr.

\* = Required before beginning counseling practicum

**Total Credit Hours: 61**

## **Curriculum Sequence (M.A.C. - Chicago Campus)**

### **YEAR ONE**

#### **Fall Term**

200	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
623	Life Span Development	3 cr.
520	Theories of Psychotherapy	3 cr.

**Term Credits = 10**

#### **Spring Term**

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
431	Child Guidance and Parenting	1 cr.
516	Individual Appraisal for Counselors in Practice	3 cr.
641	Social Psychology and Individual Differences	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

**Term Credits = 12**

### **Summer Term**

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

**Term Credits = 10**

### **YEAR TWO**

#### **Fall Term**

337	Group Psychotherapy	3 cr.
432	Child Guidance and Parenting Supervision	1 cr.
502	M.A. Practicum Seminar I	1 cr.
506	M.A. Practicum I	1 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

**Term Credits = 9**

#### **Spring Term**

503	M.A. Practicum Seminar II	1 cr.
507	M.A. Practicum II	1 cr.
569	Lifestyle and Career Development	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 11**

#### **Summer Term**

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
510	Preparation for Counseling Practice	3 cr.

**Term Credits = 9**

**Total Credit Hours: 61**

### **Graduation Requirements – M.A.C. Chicago**

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum hours of practicum.
3. Satisfactory completion of at least 200 hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Successful completion of the Master's Clinical Qualifying Examination.



6. Submission of completed Graduation Application 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.

## **Practicum**

An integral part of all Master's Programs offered at Adler is the acquisition of practical counseling and scholarly skills gained in field placements. Ongoing involvement in counseling and scholarly activities at professional training sites, including the School's Psychological Services Center at the Chicago campus, 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. Counseling 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 counseling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counseling practicum.

First year students will spend 8-10 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 200 clock hours of Community Service Practicum is required. At least one of the following courses must be taken concurrently with Community Service Practicum I & II: Community Psychology and Mental Health (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

Students should expect to spend at least two days per week over the course of at least nine months at an approved counseling practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum 700 total clock hours of counseling 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 counseling experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Scholar 360, for detailed information.

## **Degree Requirements (M.A.C. - Vancouver Campus)**

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.
	337	Group Psychotherapy	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
*	431	Child Guidance and Parenting	1 cr.
	432	Child Guidance and Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention and Assessment Skills	3 cr.
	495	Research in Counselling Psychology	3 cr.
	496	Preparation for the M.A. Thesis	1 cr.
	501	M.A. Thesis	3 cr.
	502	M.A. Practicum Seminar I	2 cr.
	503	M.A. Practicum Seminar II	2 cr.
*	505	Professional Development, Issues and Ethics	3 cr.
	506	M.A. Practicum I	1 cr.
	507	M.A. Practicum II	1 cr.
*	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle and Career Development	3 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.
*	647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.
	663	Effective Marriage and Family Counselling	3 cr.
	671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
	992	M.A. Thesis Continuation	0 cr.
	995	Master's Clinical Qualifying Examination	0 cr.

\* = Required before beginning practicum

**Total Credit Hours: 55**

## **Curriculum Sequence (M.A.C. - Vancouver campus)**

### **YEAR ONE**

#### **Fall Term**

	200	Professional Development Seminar I	1 cr.
	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.

641	Social Psychology and Individual Differences	3 cr.
623	Life Span Development	3 cr.

**Term Credits = 10**

### **Spring Term**

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
431	Child Guidance and Parenting	1 cr.
520	Theories of Psychotherapy	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.

**Term Credits = 9**

### **Summer Term**

203	Community Service Practicum II	1 cr.
472	Basic Intervention and Assessment Skills	3 cr.
495	Research in Counselling Psychology	3 cr.
505	Professional Development, Issues and Ethics	3 cr.

**Term Credits = 10**

## **YEAR TWO**

### **Fall Term**

496	Preparation for the M.A. Thesis	1 cr.
506	M.A. Practicum I	1 cr.
502	M.A. Practicum Seminar I	2 cr.
663	Effective Marriage and Family Counselling	3 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

**Term Credits = 10**

### **Spring Term**

432	Child Guidance and Parenting Supervision	1 cr.
501	M.A. Thesis	3 cr.
507	M.A. Practicum II	1 cr.
503	M.A. Practicum Seminar II	2 cr.
569	Lifestyle and Career Development	3 cr.

**Term Credits = 10**

### **Summer Term**

337	Group Psychotherapy	3 cr.
438	Introduction to Addictive Disorders	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 6**

**Total Credit Hours: 55**

## **Graduation Requirements – M.A.C. Vancouver Campus**

1. Satisfactory completion of 55 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of practicum.
3. Satisfactory completion of at least 150 clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Successful completion of the M.A. Thesis.
6. Successful completion of the Master's Clinical Qualifying Examination.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counselling Psychology.

## **Practicum**

An integral part of all Master's Programs offered at Adler is the acquisition of practical clinical and scholarly skills gained in field placements. Ongoing involvement in clinical and scholarly activities at professional training sites, including the School's Psychological Services Center at the Chicago campus, 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 prerequisites prior to being approved to begin their clinical practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site while concurrently enrolled in required coursework. A minimum of 150 clock hours is required. Students are expected to gain the minimum required hours over a six month period and no less. At least one of the following courses must be taken concurrently with Community Service Practicum I & II: Community Psychology and Mental Health (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

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. A minimum 700 total clock hours of clinical 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 on Scholar 360, for detailed information.

## **M.A. in Counseling Psychology: Art Therapy (M.A.T.)**

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. This program was approved in 1999 by the American Art Therapy Association and the State of Illinois. The program requires 61 credit hours in coursework including 700 hours of art therapy practicum. The art therapy program can be completed in two years with a fulltime course load over three terms for each of the two years.

This program provides students with the academic and clinical training needed to meet the education requirements to apply for registration as an art therapist and to seek counselor licensure in the state of Illinois.

Upon completion of graduate studies, a graduate may work toward completing requirements in order to apply for art therapy registration (ATR). Post-education, the ATR requires 1,000 hours of clinical art therapy (direct client contact) including at least 100 hours of supervision or at least one hour of supervision for every ten hours of direct client contact. A minimum of 500 hours of this work experience needs to be supervised by a credentialed art therapist. Up to 500 hours may be supervised by a clinical supervisor who is credentialed in a related field (e.g. social worker, counselor, or psychologist). After an art therapist is awarded an ATR, she/he may work to complete additional requirements in order to apply for the Board Certification examination. With successful completion of this examination, an art therapist is awarded the credential of ATR-BC.

Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor examination. After receiving this license (LPC), a practitioner may work to complete additional requirements in order to apply to take the Licensed Clinical Professional Counselor (LCPC)

examination. For students planning to work in another state, the school suggests that you inquire about licensing requirements specific to that particular state because licensing varies state-to-state. An online search on a state's website is a useful source of this information.

Art therapists work in a wide variety of clinical, educational and social service settings including medical and psychiatric hospitals, schools, wellness centers, drug and alcohol treatment programs, community mental health centers, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for immigrants and refugees.

## **Minimum Admission Requirements**

Applicants to this program typically require:

- An undergraduate/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 12 semester credit hours in psychology with grades of "C" or better. These courses need to include general or introductory psychology, abnormal psychology, theories of personality, and psychometrics or research methods. In addition, a course in lifespan development or child and adolescent development is required to meet AATA education standards
- Eighteen (18) semester credit hours, or 27 quarter hour credits in studio art that demonstrate proficiency and disciplined commitment to visual art in three or more visual art media
- A portfolio of original art work (15 examples in three or more different media) demonstrating competence with art materials is required to be presented at the admissions interview.

As a final step in the application process, applicants who meet the admission standards will be invited for an individual interview with Art Therapy faculty

## **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.
*	344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
*	345	Assessment, Diagnosis and Treatment Planning in Art Therapy	3 cr.
*	346	Use of Art in Group Therapy	3 cr.
	350	Community Psychology and Mental Health	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	431	Child Guidance and Parenting	1 cr.
	432	Child Guidance and Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	450	Lifespan Development in Art Therapy	3 cr.
	451	Socio-cultural and Multicultural Approaches in Art Therapy	3 cr.
	452	Theories and Methods of Intervention in Art Therapy I: Families and Older Adults	3 cr.
*	453	Theories and Methods of Intervention in Art Therapy II	3 cr.
	466	Studio Art for Art Therapists	3 cr.
	467	M.A.T. Practicum Seminar I	1 cr.
	468	M.A.T. Practicum Seminar II	1 cr.
*	472	Basic Intervention and Assessment Skills	3 cr.
	480	M.A.T. Practicum I	1 cr.
	481	M.A.T. Practicum II	1 cr.
	497	Research Methods	3 cr.
	505	Professional Development, Issues and Ethics (section designated for Art Therapists)	3 cr.
	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle and Career Development	3 cr.
	647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
	995	Master's Clinical Qualifying Examination	0 cr.

\* = Required before beginning art therapy practicum

**Total Credit Hours: 61**

## **Curriculum Sequence**

### **YEAR ONE**

#### **Fall Term**

	200	Professional Development Seminar	1 cr.
	344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
	346	The Use of Art in Group Therapy	3 cr.
	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.

**Term Credits = 13**

### **Spring Term**

201	Professional Development Seminar	1 cr.
202	Community Service Practicum I	1 cr.
350	Community Psychology and Mental Health	3 cr.
450	Lifespan Development in Art Therapy	3 cr.
466	Studio Art Therapy	3 cr.
505	Professional Development, Issues and Ethics for Art Therapists	3 cr.

**Term Credits = 14**

### **Summer Term**

203	Community Service Practicum II	1 cr.
345	Assessment, Diagnosis and Treatment Planning in Art Therapy	3 cr.
431	Child Guidance and Parenting	1 cr.
453	Theories and Methods of Intervention in Art Therapy II	3 cr.
472	Basic Intervention and Assessment Skills	3 cr.

**Term Credits = 11**

## **YEAR TWO**

### **Fall Term**

432	Child Guidance and Parenting Group Supervision	1 cr.
451	Socio-Cultural and Multicultural Approaches in Art Therapy	3 cr.
452	Theories and Methods of Art Therapy Intervention I: Families and Older Adults	3 cr.
467	Art Therapy Practicum Seminar I	1 cr.
480	Art Therapy Practicum I	1 cr.
520	Theories of Psychotherapy	3 cr.

**Term Credits = 12**

### **Spring Term**

468	Art Therapy Practicum Seminar II	1 cr.
481	Art Therapy Practicum II	1 cr.
497	Research Methods	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
569	Lifestyle and Career Development	3 cr.

**Term Credits = 11**

### **Summer Term**

995	Master's Clinical Qualifying Examination	0 cr.
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**Term Credits = 0**

**Total credits = 61**



## **Graduation Requirements**

1. Satisfactory completion of 61 credit hours, including all required courses
2. Satisfactory completion of at least 200 clock hours of community service practicum
3. Satisfactory completion of 700 minimum clock hours of art therapy practicum with 350 of those hours in direct client contact
4. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of "C" grade
5. Successful completion of the Master's Clinical Qualifying Examination
6. Successful portfolio review
7. Completion of application for graduation and full payment of any outstanding tuition or other fees
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of the Arts in Counseling Psychology: Art Therapy

## **Practicum**

An integral part of all Master's programs offered at Adler is the acquisition of practical clinical and scholarly skills gained in field placements. Ongoing involvement in clinical and scholarly activities over two or more terms is required at professional training sites. Practicum training requirements begin with a first year Community Services Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic intervention that benefit human welfare and well being. Clinical training provided in students' clinical practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. The focus of practicum is on integrating Master's level education at Adler with master's-level supervised clinical training, thus no transfer credit is granted for practicum credits earned elsewhere. Students need to successfully complete course prerequisites prior to being approved to begin their second practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site while concurrently enrolled in required coursework. A minimum of 200 clock hours is required. Students are expected to gain the minimum required hours over a period of no more than six months.

For the art therapy practicum, students need to expect to spend at least two days per week over at least nine months at an approved clinical practicum site and need to be enrolled concurrently 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 on Scholar360 for detailed information.

## **M.A. in Marriage and Family Counseling (M.A.F.)**

The Master of Arts in Marriage and 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 (LMFT) 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).

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Marriage and Family Therapist (LMFT), the Licensed Clinical Professional Counselor (LCPC) and the Licensed Professional Counselor (LPC) in the State of Illinois, students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly to meet 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/> and on the website of the AAMFT at <http://www.aamft.org/>.

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, values, and techniques of Alfred Adler as a foundation.

### **Minimum Admission Requirements**

Applicants to this program typically require:

- 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 research methods. Similar coursework from departments such as marriage and family studies, sociology, and gender and women's studies will also be considered

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.
	337	Group Psychotherapy	3 cr.
	350	Community Psychology and Mental Health	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	431	Child Guidance and Parenting	1 cr.
	432	Child Guidance and Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention and Assessment Skills	3 cr.
	497	Research Methods	3 cr.
*	505	Professional Issues and Ethics	3 cr.
	523	Adlerian Approaches to Individual and Family Therapy	3 cr.
	569	Lifestyle and Career Development	3 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.
*	647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
*	651	Assessment and Treatment from a Systemic Perspective	3 cr.
	652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
	655	Advanced Couples Therapy	3 cr.
*	662	Overview of Models of Marriage and Family Therapy	3 cr.
	663	Effective Marriage and Family Therapy	3 cr.
	664	Practicum in Marriage and Family I	1 cr.
	665	Practicum in Marriage and Family II	1 cr.
	667	M.A. Practicum Seminar in Marriage and Family I	1 cr.

668	M.A. Practicum Seminar in Marriage and Family II	1 cr.
995	Master's Clinical Qualifying Examination	0 cr.

\* = Required before beginning counseling practicum

## **Total Credit Hours: 61**

## **Curriculum Sequence**

### **YEAR ONE**

#### **Fall Term**

200	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
472	Basic Intervention and Assessment Skills	3 cr.
651	Assessment and Treatment from a Systemic Perspective	3 cr.

**Term Credits = 10**

#### **Spring Term**

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
350	Community Psychology and Mental Health	3 cr.
623	Life Span Development	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.

**Term Credits = 11**

#### **Summer Term**

203	Community Service Practicum II	1 cr.
431	Child Guidance and Parenting	1 cr.
505	Professional Development, Issues and Ethics	3 cr.
641	Social Psychology and Individual Differences	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

**Term Credits = 11**

### **YEAR TWO**

#### **Fall Term**

432	Child Guidance and Parenting Supervision	1 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
664	M.A.F. Practicum I	1 cr.
667	M.A.F. Practicum Seminar I	1 cr.

**Term Credits = 9**

337	Group Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.
663	Effective Marriage and Family Therapy	3 cr.
665	M.A.F. Practicum II	1 cr.
668	M.A.F. Practicum Seminar II	1 cr.

**Term Credits = 11**

### **Summer Term**

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
655	Advanced Couples Counseling	3 cr.
995	Master's Clinical Qualifying Exam	0 cr.

**Term Credits = 9**

**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 clinical practicum.
3. Satisfactory completion of 200 minimum clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Successful completion of the Master's Clinical Qualifying Examination in M.A.F.
6. Submission of completed Graduation Application 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 Marriage and Family Counseling.

### **Practicum**

An integral and scholarly part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing involvement in clinical and scholarly 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.

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' clinical 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 practicum credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their second practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site while concurrently enrolled in required coursework. A minimum of 200 clock hours is required. Students are expected to gain the minimum required hours over a six month period and no less. At least one of the following courses must be taken concurrently with Community Service Practicum I & II: Community Psychology and Mental Health (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

During the second year, 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 clinical practica is 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 that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Scholar 360, for detailed information.

## **Certificate in Marriage and Family Therapy**

The Certificate in Marriage and Family Therapy program enables qualified professionals with a minimum of a Master's degree 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 in marriage and family therapy. 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.

Although this certificate program has been designed to help students meet the current academic and pre-degree training and education requirements for the Licensed Marriage and Family Therapist (LMFT) credential in the State of Illinois, the Illinois Licensing Board will make the final determination. Additionally, students should be aware that LMFT licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students intending to practice in another state should consult the state board and licensure requirements in that state and plan their curriculum accordingly.

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 typically require:

- 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 M.A.F. program or the equivalent graduate-level 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	Introduction to Adlerian Psychology and Psychopathology	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
651	Assessment and Treatment from a Systemic Perspective	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
655	Advanced Couples Therapy	3 cr.
662	Overview of Models of Marriage and Family Therapy	3 cr.
663	Effective Marriage and Family Therapy	3 cr.
664	Practicum in Marriage and Family I	1 cr.
665	Practicum in Marriage and Family II	1 cr.
667	M.A. Practicum Seminar in Marriage and Family I	1 cr.
668	M.A. Practicum Seminar in Marriage and Family II	1 cr.
995	Master's 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."
4. Successful completion of the Master's Clinical Qualifying Examination in M.A.F.
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 Certificate in Marriage and Family Therapy.

## **M.A. in Counseling and Organizational Psychology (M.A.O.)**

The Master of Arts in Counseling and 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 unique in the area because it prepares graduates to sit for Illinois 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).

Students can take this program in the traditional (three year) sequence or in an accelerated (two year) sequence. Students who take the accelerated program will be required to enroll both in weekend and weekday courses.

### **Minimum Admission Requirements**

Applicants to this program typically require:

- 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 research methods

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.
	337	Group Psychotherapy	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	431	Child Guidance and Parenting	1 cr.
	432	Child Guidance and Parenting Group Supervision	1 cr.

	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention and Assessment Skills	3 cr.
	497	Research Methods	3 cr.
*	505	Professional Development, Issues and Ethics	3 cr.
*	520	Theories of Psychotherapy	3 cr.
	569	Lifestyle and Career Development	3 cr.
	571	Foundations in Counseling and Organizational Consulting	3 cr.
	574	Principles of Industrial/Organizational Psychology	3 cr.
	575	Executive Coaching/Consulting and Leadership Development	3 cr.
	580	Organizational Theory and Change Management	3 cr.
	584	Organizational Consultation and Group Development	3 cr.
	585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
	586	Organizational Psychology Practicum III: Business	1 cr.
	587	Organizational Psychology Practicum I: Counseling	1 cr.
	588	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
	589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
	590	Organizational Psychology Practicum II: Counseling	1 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.
*	647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
	662	Overview of Marriage and Family Therapy	3 cr.
	995	Master's Clinical Qualifying Examination	0 cr.

\* = Required before beginning counseling practicum

**Total Credit Hours: 63**

**Traditional (3-Year) Sequence (Total Credits = 63)**

**YEAR ONE**

**Fall Term**

	200	Professional Development Seminar I	1 cr.
	571	Foundations in Counseling and Organizational Consulting	3 cr.
	623	Life Span Development	3 cr.

**Term Credits = 7**

**Spring Term**

	201	Professional Development Seminar II	1 cr.
	202	Community Service Practicum I	1 cr.

402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.
		<b>Term Credits = 8</b>

### **Summer Term**

203	Community Service Practicum II	1 cr.
472	Basic Intervention and Assessment Skills	3 cr.
641	Social Psychology and Individual Differences	3 cr.
		<b>Term Credits = 7</b>

## **YEAR TWO**

### **Fall Term**

431	Child Guidance and Parenting	1 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
		<b>Term Credits = 7</b>

### **Spring Term**

337	Group Psychotherapy	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
580	Organizational Theory and Change Management	3 cr.
		<b>Term Credits = 9</b>

### **Summer Term**

432	Child Guidance and Parenting Group Supervision	1 cr.
438	Introduction to Addictive Disorders	3 cr.
520	Theories of Psychotherapy	3 cr.
		<b>Term Credits = 7</b>

## **YEAR THREE**

### **Fall Term**

569	Lifestyle and Career Development	3 cr.
584	Organizational Consultation and Group Development	3 cr.
591	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
592	Organizational Psychology Practicum I: Counseling	1 cr.
		<b>Term Credits = 8</b>

### **Spring Term**

593	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
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594	Organizational Psychology Practicum II: Counseling	1 cr.
662	Overview of Marriage and Family Therapy	3 cr.

**Term Credits = 5**

### **Summer Term**

497	Research Methods	3 cr.
595	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
596	Organizational Psychology Practicum III: Business	1 cr.
995	Master's Clinical Qualifying Exam	0 cr.

**Term Credits = 5**

## **Accelerated (2-Year) Sequence (Total Credits = 63)**

### **YEAR ONE**

#### **Fall Term**

200	Professional Development Seminar I	1 cr.
431	Child Guidance and Parenting	1 cr.
520	Theories of Psychotherapy	3 cr.
571	Foundations in Counseling and Organizational Consulting	3 cr.
623	Life Span Development	3 cr.

**Term Credits = 11**

#### **Spring Term**

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

**Term Credits = 11**

#### **Summer Term**

203	Community Service Practicum II	1 cr.
432	Child Guidance and Parenting Group Supervision	1 cr.
438	Introduction to Addictive Disorders	3 cr.
472	Basic Intervention and Assessment Skills	3 cr.
641	Social Psychology and Individual Differences	3 cr.

**Term Credits = 11**

### **YEAR TWO**

#### **Fall Term**

569	Lifestyle and Career Development	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.

580	Organizational Theory and Change Management	3 cr.
591	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
592	Organizational Psychology Practicum I: Counseling	1 cr.

**Term Credits = 11**

### **Spring Term**

337	Group Psychotherapy	3 cr.
584	Organizational Consultation and Group Development	3 cr.
593	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
594	Organizational Psychology Practicum II: Counseling	1 cr.
662	Overview of Marriage and Family Therapy	3 cr.

**Term Credits = 11**

### **Summer Term**

497	Research Methods	3 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
595	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
596	Organizational Psychology Practicum III: Business	1 cr.
995	Master's Clinical Qualifying Exam	0 cr.

**Term Credits = 8**

### **Graduation Requirements**

1. Satisfactory completion of 63 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of a counseling practicum and 300 hours of a business practicum, and 200 minimum clock hours of Community Service 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. Successful completion of the Master's 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 and Organizational Psychology.

### **Practicum**

An integral and scholarly part of all Master's Programs offered at Adler is the acquisition of practical clinical skills gained in field placements. Ongoing

involvement in clinical and scholarly 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 prerequisites prior to being approved to begin their second practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site while concurrently enrolled in required coursework. A minimum of 200 clock hours is required. Students are expected to gain the minimum required hours over a six month period and no less. At least one of the following courses must be taken concurrently with Community Service Practicum I & II: Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

Students are also expected to spend at least two days per week over the course of at least nine months at an approved clinical practicum site (Practicum I & II) and must concurrently enroll in Practicum Seminars throughout their field training. A minimum of 700 clock hours of counseling practica are required. In addition, prior to completion all M.A.O. students must take a third practicum placement in business (Practicum III) for a minimum of 300 clock hours with a concurrent business seminar.

## **M.A. in Police Psychology (M.A.P.)**

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 in clinical and social psychology and learn to apply the basic principles of these disciplines to managerial, field, interpersonal and organizational concerns that 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 how to practically apply psychology to the field of 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 textbooks are provided for each course, and courses are generally taught in the evenings and on 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 course at Northwestern University, or the Chicago Police Executive Development Program will be granted 3 credit hours toward this degree by having the thesis requirement waived.

### **Minimum Admission Requirements**

Applicants to this program typically require:

- 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.

402 Introduction to Adlerian Psychology and Psychopathology	3 cr.
750 Police Psychology	3 cr.
751 Psychology of Police Organizations	3 cr.
752 Assessment Issues in Police Psychology	3 cr.
753 Psychology of Critical Incidents and Trauma	3 cr.
754 Psychology of Evil and Criminal Behavior	3 cr.
755 Psychology of Terrorism	3 cr.
756 Social and Community Psychology	3 cr.
757 Psychology of Leadership	3 cr.
758 Tactical and Field Psychology	3 cr.
759 Thesis and Portfolio Development	3 cr.

**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."
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. 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 combination of 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 may be taken as a concentration as part of the students' graduate studies at either the master's or doctoral level. Students already with a bachelor's, master's, or doctoral degree may enroll in the program for a certificate in substance abuse counseling. In either case, students apply through the Admissions Department and have a personal interview with the Program Director.

## Course Requirements

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

436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
437	Treatment of Addictive Disorders	3 cr.



438	Introduction to Addictive Disorders	3 cr.
505	Professional Development, Issues and Ethics	3 cr.

**Total Credit Hours: 12**

**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:

445	M.A. Practicum in Substance Abuse Counseling I (250 clock hours)	1 cr.
446	M.A. Practicum in Substance Abuse Counseling II (250 clock hours)	1 cr.
447	M.A. Practicum Seminar in Substance Abuse Counseling I	1 cr.
448	M.A. Practicum Seminar in Substance Abuse Counseling II	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 and Ethics.
3. Satisfactory completion of four (4) semester hours of practicum coursework including five hundred (500) clock hours of AODA clinical practicum.

# Certificate in Advanced Adlerian Psychotherapy

The Certificate in Advanced Adlerian Psychotherapy is designed to provide advanced 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 and psychotherapy.

The focus of the advanced certificate is to build on the basic skills set forth by the eighth competency of the Adler School. In addition, it will help the student build requisite skills that critically integrate the Adlerian foundation into current approaches and special needs areas. Attention is being given to evidence-based techniques and the best practices of the field. Besides completing the 11 standard Adlerian credits, two required courses will enhance the student/clinician's skills in assessment and in advanced interventions. One last elective class will critically aim at drawing out from Adler's theory its relationship to a specific topic area while updating the theory according to current research.

The Adlerian Certificate Program has a long history at the Adler School of Professional Psychology. The Alfred Adler Institute of Chicago initially educated practicing clinicians to be Adlerian therapists solely through a series of classes led by Rudolf Dreikurs, Bernard Shulman and Harold Mosak. This approach grew into an established certification in Adlerian psychology, and clinicians seeking this certification sustained the Institute for a number of decades. It is now possible for Psy.D. students to obtain the basic Adlerian competency by adhering to the current course sequence.

## Minimum Admission Requirements

Applicants interested in this certification typically require:

- A master's or doctorate 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

The following scholastic and practicum requirements are for obtaining an Advanced Adlerian Psychotherapy Certificate.

402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
431	Child Guidance and Parenting	1 cr.
432	Child Guidance and Parenting Group Supervision	1 cr.
514	Life Style Analysis and Diagnosis	3 cr.
517	Advanced Lifestyle Assessment	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
524	Advanced Adlerian Interventions	3 cr.
	Elective class with focus on Adlerian principles	3 cr.
607, 619	Adlerian Advanced Practicum I (200 hours) + Seminar	2 cr.
608, 620	Adlerian Advanced Practicum II (200 hours) + Seminar	2 cr.
609, 621	Adlerian Advanced Practicum III (200 hours) + Seminar	2 cr.

### Total Credit Hours: 26

In order to complete the certificate, the student must also present a case conceptualization with interventions as a final capstone to measure competency. The student would also be required to present case as a Common Hour to peers.

## Graduation Requirements

1. Satisfactory completion of 26 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of advanced practicum, including regular supervision from an Adlerian Core Faculty member if the site selected is not Adlerian focused.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Successful completion of a written, comprehensive case study of a client followed by an oral examination.

For further information contact Erik Mansager, Ph.D., Chair, Adlerian Curriculum Subcommittee, at (312) 201-5900 ext 269 (emansager@adler.edu).

## **Concentration and 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 and 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 and 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 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 typically require:

- 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 and Techniques of Clinical Hypnosis I	3 cr.
711 Theories and Techniques of Clinical Hypnosis II	3 cr.

*Advanced Hypnosis Elective*

### **Either**

712 Advanced Theories and Techniques of Hypnosis	3 cr.
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### **OR**

714 Research Seminar in Clinical Hypnosis	3 cr.
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**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."
3. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation.

# Concentration and Certificate in Clinical Neuropsychology

## Program Overview and 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 School 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 typically require:

- 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.

700	Doctoral Internship* (2,000 clock hours)	0 cr.
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 (400 clock hours minimum)	1 cr.

727	Neuropsychology Practicum II: Assessment (400 clock hours minimum)	1 cr.
728	Pediatric Neuropsychological Assessment	3 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 in group therapy development of the therapist's style, and the applications of group therapy methods to resolving conflict and addressing social issues. 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	3 cr.
707	Advanced Group Therapy	3 cr.
770	Advanced Group Interventions: Conflict Resolution	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."

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.

## **Concentration/Certificate in Cognitive-Behavioral Therapy**

The Concentration/Certificate in Cognitive-Behavioral Therapy is designed to provide students or outside mental health professionals with more advanced knowledge and skills in various modalities of cognitive-behavioral therapy and related therapeutic modalities. The coursework blends a conceptual framework for understanding cognitive-behavioral therapy (CBT), a review of a range of practical applications of CBT, an examination of the interface of CBT with other therapeutic modalities, and practical training in CBT. Students in any of the Adler Master's Degree programs may enroll this concentration. For those who choose to do so, the requirements will be beyond those for their Master's degree. Students in the Adler Psy.D. program may also enroll in this concentration. Those choosing to do so, should register for 335 Cognitive-Behavioral Approaches to Intervention as one of their Basic Intervention electives and for course 702 Advanced Cognitive-Behavioral Approaches to Intervention for their Advanced Intervention elective. The remaining nine credits for the concentration can be applied to the nine credits of general electives in the Psy.D. program.

A Concentration in Cognitive-Behavior Therapy 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.

335	Cognitive-Behavioral Approaches to Intervention	3 cr.
702	Advanced Cognitive-Behavioral Approaches to Intervention	3 cr.
739	Mindfulness Meditation	3 cr.
	And two of the following three courses	
710	Theories and Techniques in Clinical Hypnosis I	3 cr.
735	Mind-Body Health I	3 cr.
685	Child and Adolescent Cognitive-Behavioral Therapy	3 cr.

**Total Credit Hours: 15**

In addition to the above classes, students enrolled in the Cognitive-Behavioral Therapy concentration are required to complete one clinical/counseling practicum that includes supervision in cognitive-behavioral therapy and cognitive-behavioral therapy integrated into their dissertation topic (Psy.D. students only).

**Graduation Requirements**

1. Satisfactory completion of 15 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."
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 scholar-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.

Two additional competency areas that complete the education and training model in the doctoral program are distinctive to the Adler School. The first 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 second is socially responsible practice that enables students to understand the role of social context in human functioning and to integrate this understanding into their professional practice and exercise of their civic responsibility. The Adler School's commitment to social justice continues the visionary work of Alfred Adler and enables its graduates to practice in a wide range of settings while also working to implement changes that will reform the social structures that adversely impact the well-being of members of the community in which they work and live.

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 should 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 can submit their scores for consideration 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 research methods.

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.

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 is structured to be typically completed in five years for students attending full-time. Full-time students (ten credit hours or more per term) should plan to spend 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 in school throughout the calendar year. Course requirements must be completed through attendance in 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 and 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 concentration areas or the Master of Arts degree as specified in 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 Master's 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 students interested in earning the Master of Arts degree in Counseling Psychology must complete the following requirements:

- Take course 337 Group Therapy to satisfy one of their Basic Intervention electives.
- Take either course 662 Overview of Marriage and Family Therapy

Models or course 663 Effective Marriage and Family Counseling to satisfy one of their Basic Intervention electives.

- Take the following additional courses: 569 Career and Lifestyle Development, 679 Counseling Multicultural and Marginalized Communities, and 510 Preparation for Counseling Practice.
- Successfully pass the Master's Clinical Qualifying Examination.

The concentration areas available to doctoral students include the following:

- Substance Abuse Counseling
- Clinical Hypnosis
- Clinical Neuropsychology
- Group Psychotherapy
- Advanced Adlerian Psychotherapy
- Cognitive-Behavioral Therapy
- Organizational Development

The requirements for the above concentrations, are provided in other sections of this catalog.

- Art Therapy
- Marriage and Family Counseling
- Organizational Development
- Child and Adolescent Psychology
- Primary Care Psychology

The degree requirements for these concentrations are given below.

## **Doctoral Concentration in Art Therapy**

Students enrolled in the doctoral program in clinical psychology are eligible to enroll in the concentration in Art Therapy. The concentration combines presentation of the theories and techniques of art therapy with supervised practicum experience to provide students with training in the use of art as therapy. A 700 hour practicum in art therapy under supervision of a registered art therapist (for at least 75 hours) is required.

### **Additional Concentration Requirements**

In addition to being currently enrolled in the doctoral program in clinical psychology and completing the forms required to add a program or concentration, applicants to this program must have the following:

- A student is required to submit a portfolio of original art work at the admissions interview. This artwork needs to demonstrate competence with art materials in three or more visual art media.
- A minimum of 18 semester credit hours – or 27 quarter hour credits – of study in studio art that demonstrates proficiency and discipline 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 Art Therapy Program Director. However, it is imperative that the applicant demonstrate a range of experience using a variety of art materials and processes.

Applicants, who meet application requirements, will be invited to an application interview with an art therapy core faculty member. The applicant needs to bring his/her completed art portfolio to this interview that is the last step in the application process.

## Concentration Requirements

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

344	Historical and Theoretical Perspectives in Art Therapy	3 cr.
345	The Use of Art in Assessment, Diagnosis and Treatment Planning	3 cr.
346	The Use of Art in Group and Addiction Counseling	3 cr.
450	Lifespan Development in Art Therapy	3 cr.
451	Socio-Cultural and Multicultural Approaches in Art Therapy	3 cr.
452	Theories and Methods of Intervention in Art Therapy I: Family and the Elderly	3 cr.
453	Theories and Methods of Intervention in Art Therapy II	3 cr.
466	Studio Art Therapy	3 cr.
467	Art Therapy Practicum Seminar I	1 cr.
468	Art Therapy Practicum Seminar II	1 cr.
480	Art Therapy Practicum I	1 cr.
481	Art Therapy Practicum II	1 cr.

**Total Credit Hours: 28**



## Graduation Requirements

1. Satisfactory completion of 28 credit hours that includes all required courses.
2. Satisfactory completion of 700 hours of supervised practicum (that includes at least 350 hours of direct client contact).
3. A cumulative grade point average of 3.0 or higher with no more than one grade (or 3 credit hours) of "C."
4. Successful portfolio review at the end of required coursework.
5. Completion of Application for Graduation and full payment of any outstanding tuition or other fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration/Certificate in Art Therapy.

## Doctoral Concentration in Marriage and 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.

Although not required, Adler School doctoral students, who are completing this concentration program, are highly encouraged to carry out a dissertation that is focused on some aspect of marriage and family studies and therapy.

### Course Requirements

The concentration in Marriage and 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 and Family Therapy	3 cr.
651	Assessment and Treatment from a Systemic Perspective	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
655	Advanced Couples Therapy	3 cr.
663	Effective Marriage and Family Therapy	3 cr.

**Total Credit Hours: 15**

## **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 typically 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 is 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 and 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 Scholar360 and the database of MFT 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 Master's Clinical Qualifying Examination in M.A.F.
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 and Family Therapy.

# Doctoral Concentration in Organizational Development

Adler School doctoral students working toward the Psy.D. in psychology may pursue specialized training in Organizational Development concurrently with their doctoral work by fulfilling the requirements for the concentration in organizational development. Previous graduates of the Adler Psy.D. program may also return to pursue a formal specialized concentration such as organizational development. The concentration is intended to provide doctoral students with more intensive and focused education in areas such as organizational psychology and the related areas of personnel management, team building, performance enhancement, executive coaching, organizational development, training, and employee assistance programs.

## Course Requirements

Specific requirements for the Psy.D. degree concentration in organizational development (COD):

### (A) Course Requirements:

The following 15 credit hours of coursework are required in completion of the COD qualifications. Some substitution maybe possible with the approval of the M.A.O. Program Director:

569	Lifestyle and Career Development	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
580	Organizational Theory and Change Management	3 cr.
584	Organizational Consulting and Group Development	3 cr.

### (B) Other Specialized Requirements for COD designation:

- (i) Clinical Externship: Students need to have successfully completed the clinical externship in order to continue the next steps in the program. The Director of Training and Community Services and the M.A.O. Program Director work in collaboration with concentration students to identify a clinical externship which will meet the specialized needs of their program in addition to the student's unique goals. Ideally, some elements of the externship are to focus on activities related to organizational development.

- (ii) **Advanced Business Practicum:** In addition to the specialized coursework, students in a program for the COD designation will be required to take an advanced business practicum (and associated practicum seminar in order to develop practical skills in applying their learning in a workplace setting. The advanced business practicum must be a minimum of 300 clock hours to be conducted in a business- oriented setting which allows the student the opportunity to apply their skills in providing intervention for individuals, teams and at the organization level. The business practicum and practicum seminar must be conducted in sequence after the successful completion of practica in therapy and assessment. Furthermore, the advanced business practicum should ideally be completed within one semester.
  
- (iii) **Doctoral Dissertation:** In addition, students enrolled in the doctoral program for the COD designation are required to complete a scholarly dissertation with a focus on topics or issues which are related to organizational psychology.

## **Graduation Requirements**

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 300 minimum clock hours of an Advanced Business Practicum.
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 awarding a certificate of completion of the Concentration in Marriage and Family Therapy.

## **Doctoral Concentrations in Child and Adolescent Psychology and 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 students 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 and Adolescent Psychotherapy (Fall term of 3rd year)	3 cr.
644	Child and Adolescent Health and Dysfunction (Spring term of 2nd year)	3 cr.
683	Advanced Child and Adolescent Assessment (Fall term of 2nd year)	3 cr.
684	Systemic Interventions with Children and Adolescents (Summer term between 2nd and 3rd years)	3 cr.

Elective menu (Choose one of the following):

652	Life Cycle and Cultural Issues in Marriage and Family Therapy (Fall term of 3rd year)	3 cr.
704	Advanced Child and Adolescent Psychotherapy (Spring term of 3rd year)	3 cr.

Students should take the required courses in the suggested terms listed above.

Students in the concentration should submit their assessment and therapy CQE's with child or adolescent clients. Students will also be required to write their dissertation in the area of child and adolescent psychology.

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	3 cr.
736	Mind-Body Health II	3 cr.
737	Primary Care Psychology	3 cr.

Elective menu (choose two of the following):

339	Biofeedback	3 cr.
705	Eye Movement Desensitization and Reintegration	3 cr.
710	Theories and Techniques of Clinical Hypnosis I	3 cr.
739	Mindfulness Meditation	3 cr.

Students interested in choosing a concentration or in adding a Master's 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 and their faculty advisor available from the Office of Admissions in order to add a concentration or degree.

## Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. It is expected that students fulfill all degree requirements through courses offered at the Adler School. Students can transfer up to 24 credits (21% of the total credits required) of coursework taken at a graduate level pending approval based on review by the Program Director. In addition, in order to comply with APA-mandated residency, 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. Doctoral students are required to attend school full-time unless approved for part-time study by their faculty advisor. 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 covered in first year classes including Social Psychology and Individual Differences, Community Psychology and Mental Health, Introduction to Adlerian Psychology and Psychopathology, and Professional Development, Issues and Ethics. This integrative paper requires students to conduct 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 the development of 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. Further information on this capstone task is provided in the Community Service Capstone Paper Description available in the Scholar360 community for the Office of the Registrar.

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 at the post-doctoral level 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. Deadlines for submission of this examination and other details pertinent to preparation and submission of required materials are described in the Doctoral Clinical Qualifying Examination Handbook available on Scholar360. 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 to 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. Deadlines for submission of this examination and other details pertinent to preparation and submission of required materials are described in the Doctoral Clinical Qualifying Examination Handbook available on Scholar360. 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.

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. 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 Training Committee. The Training Committee 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 Psy.D. 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.

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 ensure 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 prerequisites prior to being approved to begin their first practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site while concurrently enrolled in required coursework. A minimum of 200 clock hours is required. Students are expected to gain the minimum required hours over a six month period and no less. At least one of the following courses must be taken concurrently with Community Service Practicum I & II: Community Psychology

and Mental Health (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

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 clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,200 clock hours of clinical 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 Associate 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 Scholar 360, 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. 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. Students requesting to apply for internship are reviewed by the core faculty to determine eligibility and readiness. If the faculty raise concerns about a student's readiness to apply for internship based on academic, clinical and/or professional comportment are referred to the Training Committee for review. 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. Students entering the Psy.D. program prior to Fall 2004 are required to have their dissertation

proposal completed and approved by their committee prior to beginning their internship. Students entering the Psy.D. program during or following Fall 2004 must have their dissertation proposal completed and approved by their committee prior to the last day of the summer term during the year of application for internship.

The Internship Handbook, available on Scholar 360, 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. A range of formats may be chosen by students completing the dissertation requirement including an empirical study examining a psychological strategy, method, or technique; community-based research; and an intensive and extensive survey of a topic that is more theoretical in nature. The topic and format of the dissertation must be one 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 Scholar360 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 a discussion of the findings of the Doctoral Dissertation, it may include other 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.

*	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 and Mental Health	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	431	Child Guidance and Parenting	1 cr.
	432	Child Guidance and Parenting Group Supervision	1 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention and Assessment Skills	3 cr.
	497	Research Methods	3 cr.
*	505	Professional Development, Issues and Ethics	3 cr.
	514	Life Style Assessment and Diagnosis	3 cr.
	523	Adlerian Approaches to Individual and Family Therapy	3 cr.
	601	Psy.D. Practicum Seminar I	1 cr.
	602	Psy.D. Practicum Seminar II	1 cr.
	603	Psy.D. Practicum Seminar III	1 cr.
	604	Psy.D. Practicum Seminar IV	1 cr.
	605	Psy.D. Practicum Seminar V	1 cr.
	606	Psy.D. Practicum Seminar VI	1 cr.
	611	Psy.D. Practicum I	1 cr.
	612	Psy.D. Practicum II	1 cr.
	613	Psy.D. Practicum III	1 cr.
	614	Psy.D. Practicum IV	1 cr.
	615	Psy.D. Practicum V	1 cr.
	616	Psy.D. Practicum VI	1 cr.
*	623	Life Span Development	3 cr.
*	624	Integrative Assessment	3 cr.
*	627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
*	628	Assessment II: Personality Assessment	3 cr.
	632	Cognitive-Affective Bases of Behavior	3 cr.
	634	History and Systems	3 cr.
	636	Biological Bases of Behavior	3 cr.
	637	Statistics	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.

* 648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.
* 649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
690	Supervision and Consultation	3 cr.
691	Public Policy, Advocacy and Social Change	3 cr.
692	Psychologists in Management and Administration	3 cr.
696	Doctoral Dissertation Preparation Seminar	0 cr.
697	Doctoral Dissertation Proposal (Note previously was 1 cr.)	0 cr.
740	Doctoral Internship-Full Time	0 cr.
741	Doctoral Internship-Full Time	0 cr.
742	Doctoral Internship-Full Time	0 cr.
	<b>OR</b>	
743	Doctoral Internship-Half Time	0 cr.
744	Doctoral Internship-Half Time	0 cr.
745	Doctoral Internship-Half Time	0 cr.
746	Doctoral Internship-Half Time	0 cr.
747	Doctoral Internship-Half Time	0 cr.
748	Doctoral Internship-Half Time	0 cr.
901	Doctoral Dissertation I	0 cr.
902	Doctoral Dissertation II	0 cr.
903	Doctoral Dissertation 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 a menu	9 cr.
	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**

## **Elective Menu for the Psy.D. Program:**

Basic Intervention Electives consist of any of the following:

- 334 Psychodynamic Approaches to Intervention
- 335 Cognitive-Behavioral Approaches to Intervention
- 336 Humanistic/Existential Approaches to Intervention
- 337 Group Psychotherapy
- 338 Child & Adolescent Psychotherapy
- 339 Biofeedback
- 663 Effective Marriage & Family Therapy

Advanced Assessment/Intervention Electives consist of any of the following:

- 517 Advanced Lifestyle Assessment
- 524 Advanced Adlerian Interventions and Theory
- 652 Life Cycle & Cultural Issues in Marriage & Family Therapy
- 655 Advanced Couples Counseling
- 683 Advanced Child & Adolescent Assessment
- 685 Child and Adolescent Cognitive-Behavioral Therapy
- 701 Advanced Psychodynamic Approaches to Intervention
- 702 Advanced Cognitive-Behavioral Approaches to Intervention
- 703 Advanced Humanistic/Existential Approaches to Intervention
- 704 Advanced Child & Adolescent Psychotherapy
- 705 Eye Movement Desensitization & Reintegration
- 706 Trauma-Focused Approaches to Intervention
- 707 Advanced Group Psychotherapy
- 710 Theories & Techniques of Clinical Hypnosis I
- 720 Beginning Neuropsychological Assessment
- 732 Advanced Personality Assessment: Special Topics
- 822 Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention

\*In addition, any Intervention and/or Assessment course from the concentrations.

Advanced Diversity Electives consist of any of the following:

- 672 Race, Ethnicity & Social Class
- 673 Gender & Sexual Orientation Issues across the Lifespan
- 674 Gay, Lesbian, Bisexual, & Transgender Issues
- 677 Advanced Issues in Religion & Spirituality-Theory & Therapy

## 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 and Psychopathology	3 cr.
472	Basic Intervention and Assessment Skills	3 cr.
623	Life Span Development	3 cr.
627	Assessment I: Cognitive and Intellectual Assessment	3 cr.

**Term Credits = 13**

#### Spring Term

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

**Term Credits = 12**

#### Summer Term

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

**Term Credits = 13**

### YEAR TWO

#### Fall Term

497	Research Methods	3 cr.
514	Lifestyle Assessment and Diagnosis	3 cr.
601	Doctoral Practicum Seminar I	1 cr.
611	Doctoral Practicum I	1 cr.
905	Community Service Capstone Paper	0 cr.
	Intervention Elective Choice	3 cr.

**Term Credits = 11**



### **Spring Term**

432	Child Guidance and Parenting Supervision	1 cr.
602	Doctoral Practicum Seminar II	1 cr.
612	Doctoral Practicum II	1 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
990	Doctoral Clinical Qualifying Examination-Assessment	0 cr.
	Intervention Elective Choice	3 cr.

**Term Credits = 9**

### **Summer Term**

603	Doctoral Practicum Seminar III	1 cr.
613	Doctoral Practicum III	1 cr.
637	Statistics	3 cr.
	Intervention Elective Choice	3 cr.

**Term Credits = 8**

## **YEAR THREE**

### **Fall Term**

438	Introduction to Addictive Disorders	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
604	Doctoral Practicum Seminar IV	1 cr.
614	Doctoral Practicum IV	1 cr.
636	Biological Bases of Behavior	3 cr.
696	Doctoral Dissertation Preparation Seminar	0 cr.

**Term Credits = 11**

### **Spring Term**

605	Practicum Seminar V	1 cr.
615	Doctoral Practicum V	1 cr.
634	History and Systems	3 cr.
991	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
	Advanced Assessment or Intervention Elective	3 cr.

**Term Credits = 8**

### **Summer Term**

606	Doctoral Practicum Seminar VI	1 cr.
616	Doctoral Practicum VI	1 cr.
697	Doctoral Dissertation Proposal	0 cr.
	Advanced Diversity Elective	3 cr.
	General Elective	3 cr.

**Term Credits = 8**

## **YEAR FOUR**

### **Fall Term**

632	Cognitive and Affective Bases of Behavior	3 cr.
676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
901	Doctoral Dissertation I	0 cr.

**Term Credits = 6**

### **Spring Term**

690	Supervision and Consultation	3 cr.
691	Public Policy, Advocacy and Social Change	3 cr.
902	Doctoral Dissertation II	0 cr.
	General Elective	3 cr.

**Term Credits = 9**

### **Summer Term**

692	The Role of Psychologists in Management, Administration and Leadership	3 cr.
903	Doctoral Dissertation III	0 cr.
	General Elective	3 cr.

**Term Credits = 6**

## **YEAR FIVE**

### **Fall Term**

740	Doctoral Internship	0 cr.
998	Doctoral Oral Defense	0 cr.

**Term Credits = 0**

### **Spring Term**

741	Doctoral Internship	0 cr.
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**Term Credits = 0**

### **Summer Term**

742	Doctoral Internship	0 cr.
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**Term Credits = 0**

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



041            Advanced Theories of Personality            0 Credits

This non-credit 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.

042            Advanced Tests and Measures            0 Credits

This non-credit 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.

043            Advanced Research Methods            0 Credits

This non-credit graduate course provides an overview of scientific method, research methodology, and statistical design in psychology. Students may use this course to fulfill the undergraduate requirement.

200-201      Professional Development Seminar I & II      1 Credit per term

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.

202-203      Community Service Practicum I & II      1 Credit per term

Co-requisites: Concurrent with one of the following courses: 350, 402, 505, 641. During the second and third semesters of their first year of the master's or doctoral program students are involved in supervised community service. Placements are assigned based upon an application process, overseen by the Department of Training and Community Service. Students will spend 8-10 hours a week at this placement, accruing a minimum of 200 hours over the course of 6 months. Students will engage in activities such as youth tutoring, research and program development, community organizing, grant writing, and advocacy work. Students may not complete this requirement at their place of employment. May not be transferred or waived.

334            Psychodynamic Approaches to Intervention      3 Credits

*Prerequisites: 472, 520 (Applies to M.A. 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.

335 Cognitive-Behavioral Approaches to Intervention 3 Credits  
*Prerequisites: 472, 520 (Applies to M.A. 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.

336 Humanistic/Existential Approaches to Intervention 3 Credits  
*Prerequisites: 472, 520 (Applies to M.A. 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.

337 Group Psychotherapy 3 Credits  
*Prerequisites: 472, 520 (Applies to M.A. 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.

338 Child and Adolescent Psychotherapy 3 Credits  
*Prerequisites: 472, 520, 623 (Applies to M.A. students only).* The purpose of this course is to provide a conceptual framework for interventions with children and adolescents. The course will focus on interventions and research on the major psychotherapeutic approaches for children and adolescents, including psychodynamic, Adlerian, person-centered, cognitive-behavioral, family systems, and parent-infant psychotherapy. The importance of addressing ethical, legal, and advocacy issues will be emphasized. Differences and diversity







populations, the economically disadvantaged, the oppressed, veterans, children and adolescents, women, and HIV-positive clients are discussed.

437 Treatment of Addictive Disorders 3 Credits

*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.

438 Introduction to Addictive Disorders 3 Credits

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.

445-446 Practicum in Substance Abuse Counseling I-II 1 Credit per term

*Prerequisites:* 611-613 or M.A. program practicum 506-507 or 480-481 or 587 + 590 or 664-665, Approval of Program Coordinator and Direct of Training and Community Service, concurrent with practicum seminar 447-448. 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.

447-448 M.A. Practicum Seminar 1 Credit per term  
in Substance Abuse Counseling I-II

*Prerequisite:* Concurrent with Practica (445 and 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.

- 450 Lifespan Development in Art Therapy 3 Credits  
 This course presents theories of psychological development and graphic development that provide models for understanding human behavior across the lifespan. Art therapy perspectives and interventions are presented through readings, lectures, art making activities, and class discussion.
- 451 Sociocultural and Multicultural Approaches 3 Credits  
 in Art Therapy  
 Through readings, lectures, and art-based activities students address a broad spectrum of cultural factors that influence art therapy practice. Issues and tools to develop cultural competence in art therapy practice are presented.
- 452 Theories and Methods of Intervention 3 Credits  
 in Art Therapy I: Families and Older Adults  
 The focus of this course is family dynamics and treatment strategies in culturally diverse families and varied family constellations including older adults. Readings, presentations and art-based activities provide the class learning experiences.
- 453 Theories and Methods of Intervention 3 Credits  
 in Art Therapy II  
 Through readings, class presentations and discussions, and art making activities, this course provides information and skills-building exercises on the trauma spectrum, loss and grief, and effects of trauma on diverse populations of children and adults.
- 466 Studio Art for Art Therapists 3 Credits  
 This course is a studio class to gain skills, develop visual art techniques and explore personal creativity.
- 467-468 M.A. Practicum Seminar in Art Therapy I & II 1 Credit per term  
 Required: Concurrent with 480-481. In a group consultation model, this course provides students in practicum with group discussion on art therapy practicum topics and issues. The focus is on increasing knowledge, skills and professional growth within ethical, socially responsible and culturally diverse perspectives in art therapy.
- 472 Basic Intervention and Assessment Skills 3 Credits  
 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. Must be taken with required lab.

480-481      Practicum in Art Therapy I-II      1 Credit per term  
*Prerequisite: Concurrent with M.A. Practicum Seminar (467-468); consent of Program Director; completion of a minimum of 27 credit hours of coursework including 200-203, 344, 345, 346, 402, 450, 453, and 472; and consent of Director of Clinical Training.* This clinical practicum in an approved agency or institution requires 700 hours onsite with, at least, 350 hours in direct client contact.

495              Research in Counselling Psychology      3 Credits  
                    (Vancouver campus only)  
*(Prerequisite: Undergraduate course in Research Methods).* This course discusses the assumptions and methods of a range of research designs used in counseling psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of problems in the field of counseling psychology. 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. Preparation of a research proposal is intended to assist students in their eventual completion of the Master's Thesis.

496              Preparation for the M.A. Thesis      1 Credit  
                    (Vancouver campus only)  
*(Prerequisite: 495).* Students are required to take this course prior to registering for 501 M.A. Thesis. The purpose of this course is to review with students policies and procedures pertinent to completion of a thesis as a degree program requirement. The course instructor will assist students in selecting and/or refining an appropriate topic for empirical study, identifying a faculty member to serve as their thesis advisor, and develop a research proposal that will form the foundation for their final thesis.

497              Research Methods      3 Credits  
                    (Chicago campus only)  
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



502-503 M.A. Practicum Seminar I-II 2 Credits per term  
(Vancouver campus)

*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.

505 Professional Development, Issues and Ethics 3 Credits

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.

506-507 M.A. Practicum I-II 1 Credit per term

*Prerequisites: Concurrent with M.A. Practicum Seminar (502-503); completion of a minimum of 28 credit hours of course work, including 200-203, 402, 472, 505, 516, 520, 623, 641, and 647; and permission of the Director of Training and Community Service.* This may not be transferred or waived.

510 Preparation for Counseling Practice 3 Credits

*Prerequisites: 200-203 505, 502, 506.* This course is designed to introduce the counseling psychology student to the varied facets of professional practice and development. It begins with an in-depth study of Illinois law concerning the requirements for licensure as a Mental Health Counselor, covering topics from educational to pre-and post-master's supervised practice requirements. Other topics covered include the history and rationale behind professional regulation in the counseling profession, the licensing examination, the job search, specialization of practice, continuing education and training, private-practice considerations, and licensing laws in other states. A major emphasis is on helping the student explore professional identity issues such as the role and responsibilities of a counselor, one's relationship to a multidisciplinary treatment team, and the selection of appropriate professional affiliations.

514 Life Style Assessment and Diagnosis 3 Credits

*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 emphasizes the family constellation and early recollections and their meaning, significance, and usefulness in helping to gain an understanding of the client's unique patterned response to life, i.e., the life style. The early social milieu in which the individual develops fundamental attitudes is discussed along with how the level of one's social interest impacts the individual's subjective view of self, others and the world.

516                    Individual Appraisal for Counselors in Practice                    3 Credits  
This course will familiarize students with assessment instruments commonly used in counseling practice. The course will also examine the challenge of socially responsible assessment with diverse populations. Given its widespread use, the DSM-IV-TR will be emphasized for its system of symptom description and classification.

517                    Advanced Lifestyle Assessment                    3 Credits  
*Prerequisites: 402, 431, 432, and 514.* This course introduces the Adlerian concepts of 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.

520                    Theories of Psychotherapy                    3 Credits  
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.

523                    Adlerian Approaches to Individual and Family Therapy                    3 Credits  
*Prerequisite: 402.* This course presents the practical application of Adlerian approaches to psychotherapy with specific emphasis on interventions for individuals and families in a multicultural society. 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.







601-603 Psy.D. Assessment Practicum Seminar 1 Credit per term  
*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.

604-606 Psy.D. Therapy Practicum Seminar 1 Credit per term  
*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.

607-609 Advanced Practicum Seminar 1 Credit per term  
*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 four times per term with a faculty member. May not be transferred or waived.

610 Practicum Continued 0 Credits  
*Prerequisite: This course should only be taken after a student has registered for and completed all clinical training related degree requirements, but still has remaining time in the practicum contract.* Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term. Students who register for this course must also pay for the liability fee associated with practicum training.

611-613 Doctoral Assessment Practicum I - III 1 Credit per term  
*Prerequisites: Completion of a minimum of 31 credit hours of coursework including 200-203, 402, 472, 505, 623, 624, 627, 628, 641, 648 and 649; permission of the Director of Training and Community Service; Concurrent with*

*Assessment Seminar (601-603). Students complete a minimum of 600 clock hours of clinical training that focuses on developing skills and providing experience in psychological assessment. May not be transferred or waived.*

614-616      Doctoral Therapy Practicum I – III      1 Credit per term  
*Prerequisites: Doctoral Assessment Practicum (611-613) and seminars (601-603). Concurrent with Therapy Seminar (604-606). Students complete a minimum of 600 clock hours of clinical training focused on developing skills related to intervention/treatment. May not be transferred or waived.*

619-621      Advanced Practicum I – III      1 Credit per term  
*Prerequisites: 611-616, Concurrent with Advanced Practicum Seminar (607-609). Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. May not be transferred or waived.*

623              Life Span Development      3 Credits  
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.

624              Assessment III: Integrative Assessment      3 Credits  
*Prerequisites: 627, 628. In this course, students learn to generate hypotheses from multiple sources of data. Specifically, students are trained to cross-validate interview, historical, behavioral, psychometric, and projective data; and to subsequently compose professional psychological assessment reports based on these data sources. The course teaches students to (a) effectively organize data, (b) to understand the impact of personal bias and cultural factors in the interpretation of assessment findings, and (c) to communicate findings about cognitive/personality liabilities, as well as strengths and assets. Students also learn to sculpt assessment reports to respond to specific referral questions, to write cogent summaries and case formulations, and to develop effective recommendations based on assessment findings. This course may not be transferred or waived as it serves to prepare students for the Clinical Qualifying Exam (assessment portion). Must be taken with required lab.*

627              Assessment I: Cognitive and Intellectual Assessment      3 Credits  
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. Must be taken with required lab.

628                      Assessment II: Personality Assessment                      3 Credits

*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 broadband 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. Must be taken with required lab.

632                      Cognitive-Affective Bases of Behavior                      3 Credits

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.

634                      History and Systems                      3 Credits

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.

636                      Biological Bases of Behavior                      3 Credits

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.





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.

663                      Effective Marriage and Family Therapy                      3 Credits

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.

664-665            M.A.F. Practicum I & II                      1 Credit per term

*Prerequisites: Students enrolled in the M.A. in Marriage and Family Counseling program are required to register for M.A. Practica 664 and 665. Students must concurrently enroll in M.A.F. Practicum Seminar I (667) and II (668). Completion of a minimum of 28 credit hours of course work, including 200-203, 402, 472, 505, 623, 641, 647, 651, and 662; and permission of the Director of Training and Community Service. This may not be transferred or waived. A student accepted into the M.A. in Marriage and Family Counseling program is required to complete at least 700 hours of supervised clinical experience over the course of at least nine months. Students enrolled in the Certificate in Marriage and Family program must also concurrently enroll in 664, 667, 665, and 668.*

667-668            M.A. Practicum Seminar in Marriage and                      1 Credit per term  
Family I-III

*Prerequisite: Concurrent with Marriage and Family Practica (664-665). In order to register, students are required to be actively counseling couples and families. Students must either present audio or videotapes 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.*

671                      Structural and Sociocultural Bases                      3 Credits  
of Health and 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.

672 Race, Ethnicity, and Social Class 3 Credits

*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 worldview, and the consideration of the unique experiences of specific groups that have been marginalized and have experienced discrimination.

673 Gender and Sexual Orientation Issues 3 Credits  
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.

674 Gay, Lesbian, Bisexual, and Transgender Issues 3 Credits  
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.

676 Global and Cross-Cultural Perspectives 3 Credits  
on Health and 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





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.

685            Child and Adolescent Cognitive-Behavior Therapy            3 Credits  
This course introduces students to the theory and practice of cognitive-behavior therapy (CBT) with children, adolescents and families. The course focuses on learning theory, treatment planning, CBT case conceptualization, and empirically-validated treatments for youth with internalizing and externalizing disorders. Developmental psychology is used as a guiding framework for understanding the practice of CBT with children and adolescents.

690            Supervision and Consultation            3 Credits  
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.

691            Public Policy, Advocacy, and Social Change            3 Credits  
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.

692            The Role of Psychologists in Management,            3 Credits  
Administration, and 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





707                    Advanced Group Psychotherapy                    3 Credits  
*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.

710                    Theories and Techniques of Clinical Hypnosis I                    3 Credits  
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 that has amassed for over two centuries. Students will be able to both learn about and experience the hypnotic phenomena that 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.

711                    Theories and Techniques of Clinical Hypnosis II                    3 Credits  
*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.

712                    Advanced Theory and Skills in Hypnosis Seminar                    3 Credits  
*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 that 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.

714            Research Seminar in Clinical Hypnosis            3 Credits  
*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 that will generate hypotheses for hypnosis research that can be investigated as a research project or dissertation while at Adler.

720            Beginning Neuropsychological Assessment            3 Credits  
*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 aphasias, agnosias and apraxias) within a sociocultural context. Familiarity with administration, scoring and contextual interpretation of qualitative and objective methods of neuropsychological assessment is emphasized.

721            Intermediate Neuropsychological Assessment            3 Credits  
*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.

723            Advanced Neuropsychological Assessment            3 Credits  
*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.

722 & 724    Practicum Seminar in Neuropsychology I & II    1 Credit per term  
*Prerequisites: Concurrent with 726 and 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.

725                      Neuropsychological Intervention Techniques                      3 Credits  
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                      1 Credit per term  
*Prerequisites: 601-606, 611-616, 624, 627, 628, 636, 648 or 649, 720. Concurrent with 722 and 724, an 800 clock hour advanced clinical practicum that 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. This may not be transferred or waived.

728                      Pediatric Neuropsychological Assessment                      3 Credits  
This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments is used. Students develop skills in the administration, scoring, contextual interpretation and write-up of pediatric neuropsychological assessment methods.

732                      Advanced Personality Assessment: Special Topics                      3 Credits  
*Prerequisites: 627, 628, 624.* This course covers advanced issues in the assessment of personality using self-report and performance-based measures, including the Rorschach Inkblot Test, MMPI-2, MCMI-III, PAI, TAT and other measures. The course also explores the utility of personality testing in forensic evaluations, the differential diagnosis of thought disorder, and the appraisal of object relations. Additionally, the course covers new, innovative, and empirically-based, approaches to assessing adult personality. The course also emphasizes the historical roots of personality assessment within the broader realm of psychological assessment and highlights its pertinent place in contemporary clinical psychology. Adlerian, psychodynamic, phenomenological, social-cognitive, and constructivist theories provide the theoretical underpinnings for case conceptualization.

735                      Mind-Body Health I                      3 Credits  
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.

736 Mind-Body Health II 3 Credits

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.

737 Primary Care Psychology 3 Credits

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.

739 Mindfulness Meditation 3 Credits

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.

740-742 Doctoral Internship-Full Time 0 Credits

*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal and permission of the Director of Training and Community Service.* 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. A two-year, one-half time internship may also 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 four years of the doctoral program. The

Department of Training and Community Service assists students in identifying appropriate sites for internships.  
(Students must enroll three consecutive times.)

743-748      Doctoral Internship-Half Time      0 Credits  
*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal and 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. A two-year, one-half time internship may also 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 four years of the doctoral program. The Department of Training and Community Service assists students in identifying appropriate sites for internships.  
(Students must enroll six consecutive times.)

750              Police Psychology              3 Credits  
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.

751              Psychology of Police Organizations              3 Credits  
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.

752              Assessment Issues in Police Psychology              3 Credits  
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.

753                    Psychology of Critical Incidents and Trauma                    3 Credits  
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 and Criminal Behavior                    3 Credits  
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 also be discussed.

755                    Psychology of Terrorism                    3 Credits  
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. Different types of terrorist organizations will be examined, 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 and Community Psychology                    3 Credits  
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 3 Credits

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 Tactical and Field Psychology 3 Credits

This course is designed to teach students the application of individual, cognitive and social psychology to field encounters. Through role playing scenarios, discussion and lecture, students will learn to employ principles of negotiation, conflict management, anger management, stress reduction, emotional modulation techniques and engagement and disengagement procedures.

759 Thesis and Portfolio Development 3 Credits

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 40 pages that blends 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 20 citations from professional literature from either field and/or texts approved by the supervising faculty/adjunct member. 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.

770 Advanced Group Interventions: Conflict Resolution 3 Credits

*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.

801 Expressive Arts with the Trauma Population 2 Credits

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



countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization will be emphasized.

901-903      Doctoral Dissertation I-III      0 Credits

*Prerequisite: 696, 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, qualitative research, community action research, in-depth theoretical studies, or other types of studies or projects, that makes a contribution to the theory and practice of professional psychology. 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 904 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.

904              Doctoral Dissertation Continuation      0 Credits

Doctoral students, who are working on the dissertation following completion of the internship and have registered for the required three terms, must register each term for this course and pay the required fee to remain in good standing. Students enrolled in Doctoral Dissertation Continuation are expected to make steady and consistent progress on completion of their dissertation. Failure to enroll in courses or doctoral dissertation continuation may result in dismissal from the Psy.D. program.

905              Community Service Capstone Paper      0 Credits

*Prerequisites: Completion of 200, 201, 202, 203, coursework outlined in Capstone Paper Handbook 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



enrolled in M.A. Thesis Continuation are expected to make steady and consistent progress on completion of their thesis. Failure to enroll in courses or M.A. thesis continuation may result in dismissal from the M.A.C. program.

995                    Master's Clinical Qualifying Examination                    0 Credits  
*Prerequisite: Completion or near completion of all M.A. requirements and 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.

996                    Doctoral Written Qualifying Examination                    0 Credits  
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.

998                    Doctoral Oral Defense                    0 Credits  
*Prerequisite: Permission of the Doctoral Dissertation Committee.* Students are required to defend their Doctoral Dissertation during the Doctoral Oral Defense.

## Faculty

### Chicago Campus

*Josefina Alvarez, Ph.D., Core Faculty and Interim Program Director of the Doctor of Psychology in Clinical Psychology Program*

Dr. Alvarez received a B.A. in psychology from Loyola University Chicago and an M.A. and Ph.D. in Clinical Community Psychology from DePaul University. She completed a clinical-consultation internship at Yale University and has worked in community mental health and academic settings. Her interests include multicultural competence, Latina/o mental health, substance abuse, mutual-help, and community consultation.

*Robert Baker, Psy.D., Core Faculty and Clinical Director of the Psychological Services Center's Prison Aftercare Programs in Chicago*

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 is also the Coordinator of the Sex Offender Treatment Programs, and 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.

*Dan Barnes, Ph.D., Director of Training for ACHS and Core Faculty*

Dr. Barnes also serves as the Director of Clinical Training and in that capacity oversees the PSC's training programs, which include the American Psychological Association-approved Pre-doctoral Internship in Professional Psychology, the psychotherapy 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 in Clinical Psychology from the University of Kentucky. He is a licensed clinical psychologist and has maintained a continuous clinical practice since 1972. He teaches courses in systems of psychotherapy and constructivist psychotherapy. Before coming to the Dreikurs PSC, he was centrally involved in graduate clinical training at Loyola University Chicago, where he developed a psychotherapy practicum (externship) and an APA-approved Pre-doctoral Internship in professional psychology.

*Neil Bockian, Ph.D., Core Faculty*

Dr. Bockian 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.

*Wendy Bostwick, Ph.D., M.P.H.*

Dr. Bostwick is the Director of Community Engagement and a member of the Core Faculty. She received her B.A. in Politics from Ithaca College and her Master's and Ph.D. in Public Health from the University of Illinois at Chicago. She also did post-doctoral work at the University of Michigan Substance Abuse Research Center, in Ann Arbor, Michigan. Her teaching experience includes courses in LGBT public health, research methods, and community organizing for public health. Some of her research interests include sexual minority women's health; substance use and mental health issues among women; the health effects of stigma, discrimination, and marginalization; bisexuality; measurement of sexual orientation and sexual identity; and research with hidden and hard-to-reach populations. Her work has appeared in the Journal of

Studies on Alcohol, the Journal of Lesbian Studies, and in The Handbook of Lesbian, Gay, Bisexual and Transgender Public Health: A Practitioner's Guide to Service, among others.

*Julie Chodacki, Ph.D., Core Faculty*

Dr. Chodacki earned her Bachelor of Arts degree in philosophy at Harvard University, her Master of Arts degree in philosophy at University of Illinois at Chicago, and her Doctor of Psychology degree in clinical psychology at the Illinois School of Professional Psychology, Chicago Campus. Doctor Chodacki completed internship in adult psychology at Cambridge Hospital, Harvard Medical School, and post doctoral fellowship in family systems and health at the Chicago Center for Family Health and MacNeal Medical Center, University of Chicago affiliates. She is licensed in clinical psychology, and her professional interests include social class, resilience and happiness.

*Kerry Cochrane, M.A., M.S.W., Faculty Affiliate*

Kerry Cochrane is the Director of Library Services, member of the Academic Leadership Team, and Faculty Affiliate for the Institute on Social Exclusion at the Adler School of Professional Psychology. She currently serves as Secretary of Faculty Council and sits on the Student Learning Outcomes Assessment Program committee. Ms. Cochrane earned her B.A. and M.A. from the University of Iowa. She also earned a clinical M.S.W. from Loyola University Chicago, and maintains a small clinical practice. Before coming to the Adler School, she held faculty appointments at Loyola University Chicago and at University of Illinois at Chicago. She has extensive experience teaching online research in psychology and related social sciences at the undergraduate and graduate level; in academic materials selection in a variety of formats; and in writing, planning, and administration. As Faculty Fellow she has participated in the development of the strategic vision for the ISE, the creation of Social Exclusion Simulations, and proposal writing.

*Cristina Cox, Ph.D., 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.

*Raymond E. Crossman, Ph.D., President and Core Faculty*

Dr. Crossman was appointed the fifth president of the Adler School of Professional Psychology in 2003. He is a psychologist and family therapist. Dr.



Crossman received his B.S. (Summa cum Laude) in Psychology / Fine Arts from Fordham University, he earned his M.A. and Ph.D. in Clinical Psychology from Temple University, and he studied at Philadelphia Child Guidance Clinic. Dr. Crossman has worked with and developed programs for a number of AIDS service organizations. 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. He is the Chair of the Council of Chairs of Training Councils of the American Psychological Association, he was the President of the National Council of Schools and Programs of Professional Psychology, and he received the Significant Professional Contribution Award from the Hawaii Psychological Association. He serves on the Executive Committee as the Community Service Program Chair for the Board of Directors of the Center on Halsted.

*Vida Dyson, Ph.D., Core Faculty*

Dr. Dyson has been affiliated with Adler since 1992. 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 who has extensive experience working with children, adolescents, and adults with severe mental illness. Dr. Dyson teaches courses in ethnocultural diversity, gender issues, assessment, and clinical seminars. She also serves as a clinical supervisor at the Dreikurs Psychological Services Center. Dr. Dyson's interests include multicultural assessment and treatment issues, assessment of cognitive and emotional problems in children and adolescents, and assessment and treatment of substance abuse and comorbid psychiatric disorders. Dr. Dyson's teaching philosophy stresses the importance of students developing critical thinking skills, being aware of the importance of context and systematically using a scientific approach in the assessment and treatment of clients. She believes that learning is a lifelong process and the reciprocal exchanges of ideas and information between faculty and students in the classroom and supervision.

*Frank Gruba-McCallister, Ph.D., Vice President of Academic Affairs and Core Faculty*

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. Prior to his position at Adler, his clinical work was focused in the areas of health psychology and the emotional impact of disability. He was at the Illinois School of Professional Psychology for seventeen years, eventually serving as the Associate Dean. He teaches courses in history and systems, humanistic and existential psychotherapy, structural and systemic bases of health and dysfunction, social and community psychology, 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.

*Janna A. Henning, J.D., Psy.D., C.T., B.C.E.T.S., Core Faculty*

Dr. Henning earned her B.A. in Political Science at Indiana University and J.D. in Law at the Indiana University School of Law. She earned her M.A. and Psy.D. in Clinical Psychology at The Chicago School and is a licensed clinical psychologist. She holds a Certification in Thanatology (Death, Dying, and Bereavement) through The Association of Death Education and Counseling, is a Board Certified Expert in Traumatic Stress, and has received advanced training in clinical hypnosis. Dr. Henning teaches courses and conducts research in trauma-focused approaches to intervention, death, dying, bereavement, and loss; biopsychosocial aspects of health and disorder; and intellectual assessment. Her interests include trauma-related dysfunction across the lifespan, dying and bereavement, vicarious traumatization and burnout, social interest and social responsibility, gender and multicultural issues, positive psychology, spirituality, giftedness, and relational constructivist approaches to therapy. She provides therapy to survivors of trauma, chronic illness, bereavement, and loss in a private practice setting.

*Christina Jackson-Bailey, Ph.D., Core Faculty*

Dr. Jackson-Bailey earned her B.A. in Psychology from The Ohio State University, her M.A. in Community Counseling from Loyola University Chicago, and her Ph.D. in Counseling Psychology from the University of Wisconsin-Milwaukee. She completed her pre-doctoral internship at Michigan State University's Counseling Center. Dr. Jackson-Bailey currently teaches lifestyle and career development, social psychology and individual differences, professional development seminar, and practicum seminar. Her additional interests include: Black (African American, African, etc.) clinical issues, multicultural competence, and spirituality.

*Leigh Johnson-Migalski, Psy.D., Core Faculty*

Dr. Johnson-Migalski graduated from Trinity University with a B.A. in English. She continued her education with an M.A. and Psy.D. from the Adler School of Professional Psychology. She has worked in community mental health centers, hospitals and in private practice. She currently is a licensed clinical psychologist teaching classes on Individual Psychology as well clinical interviewing and assessment. Her interests include mood disorders, spirituality and Individual Psychology.

*Kristin Velazquez Kenefick, Psy.D., Core Faculty and Interim Associate Program Director of the Doctor of Psychology in Clinical Psychology Program*

Dr. Kenefick received her doctoral degree from the Illinois School of Professional Psychology (Chicago) and is a licensed clinical psychologist. Her interests

include working with children, adolescents and families, and has specialized experience in child maltreatment and abuse. Dr. Kenefick has administrative, teaching, and clinical experience, and is dedicated to issues of social justice and diversity.

*J. Mark Killmer, Psy.D., Core Faculty*

Dr. Killmer is a core faculty member in the marriage and family therapy program. He received his MFT post-master's degree training at Penn (U. Pa.) Council for Relationships (formerly The Marriage Council) and doctorate in MFT at the Graduate Theological Foundation (Oxford University). He earned a B.A. in Religion at Duke University and a M. Div. in Pastoral Counseling from Vanderbilt Divinity School. An ordained Presbyterian clergyman, Dr. Killmer has thirty years of experience as a mental health chaplain, marriage and family therapist, clinical supervisor, and not-for-profit administrator. Primary areas of expertise include Transgenerational Family Therapy, recovery from affairs, integration of religion and spirituality in therapy, forgiveness, the transformative process, therapist development as well as stress, coping, and resiliency.

*Peter Liu, Ph.D., Core Faculty and Program Director of the Counseling and Organizational Psychology Program*

Dr. Liu completed his B.Sc. (Hon.) and Ph.D. degrees at the University of Toronto and also holds a Certificate in Management (C.M.) from Harvard University. His academic training in Cross-Cultural Educational Psychology is complemented with clinical training at CHEO (Children's Hospital of Eastern Ontario) in Ottawa, Canada and a post-doctoral clinical internship at The University of Zurich, Switzerland. He has taught Psychology and Management courses for international college students, adult learners and corporate executives. In addition, he has been active in conducting organizational projects, talent assessment and leadership development initiatives for major global corporations. He is a licensed industrial psychologist and specializes in executive coaching, organizational change, outplacement, and career counseling.

*Erik Mansager, Ph.D., Core Faculty*

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 counseling and guidance specializing 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 and Interim Vice President and Academic Dean at St. John's Seminary College in Camarillo, CA. Dr. Mansager is a licensed clinical professional counselor and he has more than 25 years experience providing therapy and education to abused children, adolescent substance abusers and their parents, as well as mediating

acrimonious divorces. He served NASAP as President and Past-president from 2004-2008 and has extensive publications and presentations on Adlerian Psychology. Dr. Mansager has particular interest in parenting and the integration of psychology and spirituality.

*Larry Maucieri, Ph.D., Core Faculty.*

*Coordinator of the Clinical Neuropsychology Program*

Dr. Maucieri serves as the Coordinator of the Clinical Neuropsychology Certificate Program. Dr. Maucieri received his Ph.D. in clinical psychology from Fordham University. Before joining Adler in 2005, he completed a pre-doctoral internship at Yale University and a postdoctoral fellowship in clinical neuropsychology at Northwestern Memorial Hospital under the direction of Sandra Weintraub, Ph.D., ABPP, Robert Hanlon, Ph.D., ABPP and Nancy Johnson, Ph.D., ABPP. He teaches courses and supervises research at Adler involving neuropsychology, intellectual assessment, cognitive-affective neuroscience, and statistics. He also maintains a private practice in child and adult neuropsychology, examining clients for the presence and impact of dementia, ADHD, stroke, head trauma, anxiety and mood disorders. Some of his recent scholarship involves aspects of head trauma, decision-making capacity, dementia, and applied psychometrics.

*Catherine McNeilly, Psy.D., CADC, Core Faculty*

Dr. McNeilly earned a Bachelor of Arts Degree in Sociology at Loyola University, Chicago; her Master of Arts in Counselor Education from Northwestern University, Evanston; and her Doctor of Psychology in Clinical Psychology from the Adler School of Professional Psychology. Dr. McNeilly teaches courses in addiction studies, community psychology, psychologists in management and ethics, and professional development. She has additional interests in co-occurring disorders issues and the integration of behavioral health into child welfare systems. She is certified as a therapist in Cognitive Behavioral Therapy and Dialectical Behavioral Therapy.

*Steven Migalski, Psy.D., Core Faculty*

Dr. Migalski has been at Adler since November 2004. 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 teaches in the areas of personality and intellectual assessment, lifespan development, cognitive-behavior therapy, clinical child psychology and psychological report writing. He is also the faculty advisor to the Adler Gender and Sexual Orientation Coalition (AGASOC). Additionally, he was elected by the faculty to serve the Adler Community as Faculty Council Chair for the 2007-2008 academic year. Dr. Migalski is also the Coordinator of Assessment at Dreikurs Psychological Services Center, where he provides clinical supervision to externs, and also to the interns matriculated in the APA-accredited pre-doctoral internship program.

His clinical interests include (1) ADHD and learning disorders in children, adolescents and adults, (2) personality assessment, especially MMPI-2/Rorschach integration, (3) primary and secondary prevention of anxiety and depression, (4) HIV-risk reduction, (5) clinical practice with gay, lesbian, bisexual and transgender individuals, and (6) pedagogical and professional issues in the training of counseling and clinical psychologists.

*Nataka Moore, Psy.D., Core Faculty and Director of Training and Community Service*

Dr. Moore earned her M.A. and Psy.D. at the Illinois School of Professional Psychology (Chicago). Dr. Moore's interests include promoting diversity and social justice, administration and leadership, and clinical work with children, adolescents and families.

*Harold Mosak, Ph.D., Distinguished Service Professor*

Dr. Mosak 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 as well as clinical seminars. His additional interests include the use of humor, the role of the spiritual in psychotherapy, multiple psychotherapy, and group and couples therapy.

*Mayumi Nakamura, Psy.D., Associate Director of Training*

Dr. Nakamura is a member of the Core Faculty and serves as the Associate Director of Training. She earned her M.A. in Organizational Psychology at Columbia University, Teacher College; and Psy.D. in Clinical Psychology at Illinois School of Professional Psychology. Dr. Nakamura recently completed her post-doctoral residency at Kaiser Permanente San Francisco Medical Center. Her clinical interests include international psychology, health psychology, behavioral medicine, and diversity issues. Dr. Nakamura is very passionate about diversity issues in the context of education and psychology.

*Haydee Nunez, M.B.A., Director of Community Service Career Development*

Haydee Nunez serves as the Chair of Adler School's Diversity Team. She received her Master's in Social Service Administration and Master's in Business Administration from the University of Chicago. Haydee has a history of commitment to Diversity and Community throughout her work, including her roles as the Assistant Director of Diversity Affairs for the University of Chicago and the Community Program Manager for Chicago Children's Museum. Her current volunteer commitments include several roles with United Way including Chair of the Latino Community Outreach Committee, Member of the Chicago Council, and Member of the West Suburban Board of Directors.

*Wendy Paszkiewicz, Psy.D., Associate Vice President of Academic Affairs and Core Faculty*

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. Dr. Paszkiewicz teaches professional development and practicum seminars. Her interests include women in leadership, social interest and responsibility, education and training in professional psychology, and child and adolescent assessment and treatment. She served as an academic Director of Training at ISPP/Chicago and then the Adler School over the past eleven years. Dr. Paszkiewicz is actively involved in the National Council of Schools and Programs in Professional Psychology (NCSPP) and is the Past-President for the Association of Chicagoland Externship and Practicum Training Sites (ACEPT), which is an organization focused on enhancing the quality of practicum training within professional psychology.

*Brian Price, Ph.D., Core Faculty*

Dr. Price received his M.S.Ed. and Ph.D. in Counseling Psychology from the University of Kansas and Iowa State University, respectively. Prior to joining Adler, Dr. Price worked in the overseas division of the University of Maryland University College, where he taught counseling and psychology in Japan, Italy, Belgium, and Germany and was also the Resident Graduate Professor in the United Kingdom. Prior to teaching, he was a forensic psychologist and director of the jail mental health services for Johnson County Mental Health Center in Olathe, Kansas. His primary research and teaching interests include career development, cross-cultural psychology and counseling, forensic psychology, and the interface between mental health policy and law.

*Victoria Priola-Surowiec, Psy.D., Core Faculty and Director of the Police Psychology Program*

Dr. Priola-Surowiec joined the Adler Faculty in July 2006. She earned her B.S. in Psychology at the University of Illinois-Champaign-Urbana and her M.A. in Counseling Psychology and Psy.D. in Clinical Psychology from the Adler School of Professional Psychology. She is a Licensed Clinical Psychologist and maintains a private practice in Chicago serving police officers and their families. Formerly, she was the Director of Training at Safe Alternatives, an inpatient treatment program for individuals, who engage in self-destructive behaviors including self-injury. Dr. Priola-Surowiec teaches courses in police psychology and Adlerian theory and methods. Her additional research interests include the study of resiliency, and police suicide.

*Shaifali Sandhya, Ph.D., Core Faculty*

Dr. Sandhya received a Ph.D. in Psychology and Human Development from the University of Chicago; an M.A. in Psychology (Neuropsychology) from the

University of Cambridge in Cambridge, U.K.; and a B.A. in Psychology from the University of Delhi in New Delhi, India. Dr. Sandhya specializes in working with families and diversity issues. Her teaching interests include research methods and social psychology and difference.

*Gregory M. Sarlo, Psy.D., Core Faculty*

Dr. Sarlo is a Coordinator of the Clinical Comprehensive and Qualifying Examinations at the Adler School of Professional Psychology. He is the Founder and Clinical Director of Psychological Consultations, a Private Clinic in Lincoln Park, IL. He has worked with the LGBT community providing services since 1987. Dr. Gregory Sarlo has devoted his life's work to the community, served for 5 years as a steering committee member and chair of the Midwest Association of Gay and Lesbian Therapists, and works with the HIV impacted community providing studies and neuropsychological testing. He provides training for graduate students. As an Executive Council member and President Elect of the Illinois Psychological Association and former Chair of the Sexual Orientations section, he continues to keep the area of Diversity in the forefront of discussions in the professional community. Dr Sarlo is the Former CO-Director of M.A.O. Programs at the Adler School. He is a Regional Presenter for APA and Project HOPE, providing training to Psychologists in Advanced Ethical issues working with the HIV population, and the Past President and CO-Founder of ACEPT (Association of Chicagoland Externship and Practicum Training Sites).

*Nancy Slater, Ph.D., Core Faculty and Director of the Art Therapy Program*

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 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.

*J. Sherrod Taylor, J.D., Faculty Fellow at the Adler Institute on Social Exclusion*

Sherrod Taylor conducts public policy research on deprivation, marginalization and poverty issues and teaches psychology, law and social justice. He received his B.A. in history from the University of Georgia, his M.A. in history from the University of New Mexico, and his J.D. in law from the University of Georgia School of Law. He is the author of *Neurolaw: Brain and Spinal Cord*

Injuries and numerous other publications that have appeared in the peer-reviewed and popular presses of six different countries. He is a frequent speaker at national and international conferences and a former adjunct instructor at the Emory University School of Medicine. Mr. Taylor is a member of the Society for Neuroscience, the American Bar Association, and the editorial board of *Brain Injury Professional*. He has a keen interest in law and literature and in outsider art.

*Thomas Todd, Ph.D., Core Faculty and Director of the Marriage and Family Therapy 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, research methods, and practicum seminars. His additional interests include substance abuse, eating disorders, supervision, and outcome assessment.

*Lynn C. Todman, Ph.D., Director of the Adler Institute on Social Exclusion*

Dr. Todman received a B.A. from Wellesley College and a Master's in City Planning (M.C.P) and a Ph.D. in Urban and Regional Planning from the Massachusetts Institute of Technology (MIT). Dr. Todman's areas of interest include community development, urban poverty, and other forms of social disadvantage. She is especially interested in the ways in which social structures systematically structure the risk for exclusion and disadvantage among urban populations. Her work is multidimensional, drawing on such diverse disciplines as political science, political economy, critical sociology, urban development, public health, and systems' behavior. She has lived and worked in Sweden, Belgium, the United Kingdom, and, most recently, Italy. Dr. Todman is a member of the American Sociological Association, the International Sociological Association, the American Planning Association, and the Northern American Society of Adlerian Psychology.

*Jerry Westermeyer, Ph.D., Core Faculty*

Dr. Westermeyer earned his B.A. in History and Political Science at St. Mary's College (Winona, MN) 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 and his clinical orientation is psychodynamic. Dr. Westermeyer teaches courses in psychopathology, human development and research methods largely using a shared inquiry pedagogy and his additional teaching interests include psychoanalysis and political psychology. His publications include research on successful aging, course and outcome of mental illness, schizophrenia, mood disorders, suicide, work and social



adjustment, prognosis, diagnosis, systems theory, ego mechanisms of defense, Erikson's life cycle model and positive mental health. Dr. Westermeyer has been conducting a 48 year prospective follow-up of men initially selected for health as well as a longitudinal study of 465 outpatients evaluated at the Dreikurs PSC. His social justice concerns include public policy, advocacy for the seriously mentally ill and economic issues (and children's issues) in developing countries (especially in El Salvador).

## **Part-Time Program Faculty –**

### *Douglas Craig, Psy.D., Part-Time Program Faculty*

Dr. Craig received his M.A. and Psy.D. in Clinical Psychology from the Illinois School of Professional Psychology (Chicago campus). He received a B.A. in Cultural Anthropology and Psychology from the University of Maryland Baltimore County. He currently serves as the Coordinator of Psychological Evaluations with the Center for Applied Psychology and Forensic Studies, where he conducts fitness for duty evaluations and pre-employment screenings for police officers and civilian personnel. He is also involved in the selection of specialized units, such as the Specialized Weapons and Tactics unit (S.W.A.T.). Dr. Craig is developing, marketing, and conducting ongoing research projects focusing on proactive preventative approaches to the negative consequences and byproducts of policing, psychological autopsies, and the fitness for duty evaluation. His current areas of interest are how macro and micro cultural systems influence behavior, especially as it relates to law enforcement, as well as the neurocognitive basis of behavior, especially as it relates to stress.

### *Stephen Kahn, Ph.D., Part-Time Program Faculty and Coordinator of the Clinical Hypnosis Program*

Dr. Kahn earned his B.A. in Philosophy at the University of Chicago. He received his Ph.D. in Human Developmental Psychology at University of Chicago and then became post-doctoral fellow at Cambridge Hospital and Harvard Medical School. While at Chicago, he directed a number of major research projects: "Hardiness and Stress," "Creativity in Artists," and "Self-Hypnosis." He is co-author of two books: "Self-Hypnosis: The Chicago Paradigm" and "Changes in the Therapist." Dr. Kahn is a licensed clinical psychologist and serves as Chair of the Clinical Practices Section at the Illinois Psychological Association. He is both on the faculty and a Fellow of the Society for Clinical and Experimental Hypnosis and currently serves as immediate Past-President of that organization. In addition to being a Fellow of the American Society of Clinical Hypnosis (ASCH), he is also a Certified Hypnotherapist and an Approved Consultant for that organization. His private practice includes individual as well as couples work with a specialty in hypnosis and behavioral medicine and hypnosis with couples.

*Leo Lobl, M.S.S.A., Distinguished Service Professor, 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.

*John F. Newbauer, Ed.D., HSPP, Part-Time Program Faculty*

Dr. Newbauer is a Licensed Clinical Psychologist, a Diplomate of the North American Society of Adlerian Psychology, a Diplomate and Fellow of the College of Forensic Examiners, and Diplomate of the American Board of Psychological Specialties in Psychological Assessment, Evaluation and Testing. 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, spirituality and religion, and gender and multicultural issues. In addition to coordinating the Fort Wayne program, Dr. Newbauer serves as Director of Treatment Services and Diagnostics for the Allen County Juvenile Center, a detention center for the Allen Superior Court in Fort Wayne, Indiana. He also teaches in the summer for the International Committee on Adlerian Summer Schools and Institutes (ICASSI).

*Joseph Troiani, Ph.D., Part-Time Program Faculty and Coordinator 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/Emerita**

*Jane Griffith, M.A.T., M.A. Faculty Emerita*

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.

*Robert Powers, M.Div., M.A., Distinguished Service Professor  
and 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.

*Judy Sutherland, Ph.D., Distinguished Service Professor and Faculty Emerita*

Dr. Sutherland is a former Director of the Art Therapy programs at the Adler School. 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**

Stephanie Benedict, Psy.D.  
Illinois School of Professional Psychology

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

Martha Bockian, Ph.D.  
Fordham University

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

James Bruce, Ph.D.  
Illinois Institute of Technology

Jonathan Bundt, M.A.  
Alfred Adler Graduate School – Minnesota

Sung Cho, Psy.D.  
The George Washington University

Peter Demuth, Psy.D.  
Illinois School of Professional Psychology

Bradley Dineen, M.Ed.  
DePaul University

Dina Emser, M.A.  
Bradley University

David Finn, Psy.D.  
Illinois School of Professional Psychology

Paul Fitzgerald, Psy.D.  
Adler School of Professional Psychology

Dan Friedman, Psy.D.  
Illinois School of Professional Psychology

Robert Gellman, Ph.D.  
Kansas State University

Linda Goldman, M.Ed.  
National Louis University

Dezire Gordon, M.A.  
National Louis University

Mark Johns, Psy.D.  
Illinois School of Professional Psychology

Edmund Kantor, M.A.  
Roosevelt University

Bill Karmia, M.A.  
Governors State University

Lisa Lavella, Psy.D.  
Adler School of Professional Psychology

Leo Lobl, M.S.S.A.  
University of Pittsburgh

Justin McPheters, M.A.  
Syracuse University

Al Milliren, Ed.D., N.C.C.  
University of Illinois

Robert Musikantow, Ph.D.  
California School of Professional Psychology

Ileana Nesbitt, Psy.D.  
Adler School of Professional Psychology

Gary Phillips, S.T.D.  
Garrett Evangelical Theological Seminary

Brian Price, Ph.D.  
Iowa State University

Bernie Raden, Ph.D.  
Illinois Institute of Technology

Yael Ron, Psy.D.  
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Suellen Semekoski, M.A.  
Vermont College of Norwich University

Karl Schmitt, Psy.D.  
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Russell Swayne, Psy.D.  
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Claudia Voisard, M.Ed., NCC  
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Charlene Wenc, M.A.  
DePaul University

Wes Wingett, Ph.D.  
University of Wyoming

Gail Wirtz, M.P.S.  
Pratt Institute

Brad Woods, M.A.  
Adler School of Professional Psychology

Carol Wozniewski, M.A.  
University of Chicago

Cynthia Ziemer, Ph.D.  
Illinois School of Professional Psychology

## **Vancouver Campus**

### *Lawrence (Larry) Axelrod, Ph.D., Dean*

Dr. Axelrod completed his B.A. in communications at University of Illinois at Urbana, his M.A. in Social Psychology at San Francisco State University, and his Ph.D. in Social Psychology at the University of British Columbia. His studies have included a wide range of social and organizational dynamics including attitude formation, value systems, theories of motivation, environmental activism, modes of conflict resolution, and influences of power and authority. In addition, Larry has extensive knowledge of professional ethics and served on the Vancouver Hospital Ethics Committee for six years. Previous to his role as Dean, Dr. Axelrod served as President of The Neutral Zone Coaching and Consulting Services, where he provided organizational consultation, strategic facilitation, education and training, and direct case intervention (mediation, assessment, investigation) for public and private sector organizations locally and nationally. Dr. Axelrod is co-author of "Turning Conflict into Profit: A Roadmap for Resolving Personal and Organizational Disputes," published by The University of Alberta Press.

### *Lee Butterfield, Ph.D., Core Faculty*

Dr. Butterfield received her Ph.D. and M.A. degrees in counselling psychology, and B.A. in psychology from the University of British Columbia. She is a Registered Psychologist with the College of Psychologists in British Columbia, a Canadian Certified Counsellor through the Canadian Counselling Association, and a Certified Human Resource Professional through the British Columbia Human Resource Management Association. Dr. Butterfield has an extensive

background in human resource management and, prior to her return to university, held senior roles in a number of industries in both the private and public sectors, most recently as Manager, Employee Wellness, where she was responsible for the company's occupational health and safety, wellness, Employee Assistance, and Return to Work programs. Her research interests stem from her business experience and are in the areas of worker wellness, how workers are coping with change and transition, evidence-based practice for career counselling in Canada, the impact of change on workers, outplacement counselling, the effectiveness of wellness programs, and measuring the effectiveness of Life Review groups. She is an expert in the Critical Incident Technique qualitative research method and has a number of articles published or submitted for publication. She continues to be actively involved in a number of research projects and with her private practice.

*Kathleen Irvine, Ph.D., Director of Training and Community Service*

Dr. Irvine serves as Director of Training and Community Service and a member of core faculty at the Vancouver Campus. She earned her Ph.D. in Counselling Psychology from the University of British Columbia in 2003. Her BSc is in Food and Nutrition from Mount Saint Vincent University in Halifax and she worked as a Clinical Dietitian for 17 years, completing a Masters in Counselling during this time at Acadia University in Nova Scotia. Dr. Irvine is a Registered Psychologist with the College of Psychologists of British Columbia. She is also registered as a psychologist in the North West Territories and as a Certified Counsellor with the Canadian Counselling Association. Her previous experience includes working with clients with Eating Disorders (as a dietitian and as a counsellor) and as a psychologist with the Correctional Service of Canada, where she provided individual therapy, group therapy, and psychological risk assessments for incarcerated and paroled male offenders. Her academic and research interests include ethics, spirituality, issues of diversity, and counsellor education and training.

*Asa-Sophia Maglio, M.A., Ph.D. (c) Core Faculty*

Ms. Maglio completed her B.A. at Simon Fraser University, and her M.A. in Counselling Psychology at the University of British Columbia. She is in the final stages of completing her Ph.D. in Counselling Psychology also at UBC. Ms. Maglio completed her pre-doctoral internship at the University of Utah's Counselling Centre. She is a Registered Clinical Counsellor in British Columbia and has experience in clinical assessment, psychometrics and research methods.

*Michael Mandrusiak, Psy.D., Core Faculty*

Dr. Mandrusiak received his Psy.D. and his M.S. in Clinical Psychology from Baylor University and his B.Sc. from the University of Alberta. He completed his APA and CPA accredited predoctoral internship at the University of Manitoba's Student Counselling and Career Centre and his Postdoctoral Fellowship at

University of British Columbia's Counselling Services. He is a Registered Psychologist with the College of Psychologists of British Columbia. Dr. Mandrusiak has over four years of experience in postsecondary mental health. He has also worked in community mental health, forensic and residential substance abuse settings. He is involved in ongoing research in collaboration with UBC Counselling Services related to these campus suicide prevention efforts and has published in the area of warning signs for suicide. His research and teaching interests are varied and include career development among special populations, including international students, the developmental nature of anxiety and depression in young adults and college students and the role of cognition in spirituality.

*Ana Mozol, Ph.D., Core Faculty*

Dr. Mozol received both her M.A. in Counselling Psychology as well as her Ph.D. in Clinical Psychology from North America's foremost institute for the study of depth psychology, Pacifica Graduate Institute in Santa Barbara, California. As well as being trained in the clinical and cognitive behavioral theoretical models, Dr. Mozol is also trained in the fields of Jungian, Psychoanalytic, and Archetypal psychology including mythological studies. She has a private practice in Vancouver, British Columbia, where she specializes in dreamwork analysis from an archetypal perspective. Dr. Mozol is also adjunct faculty at Pacifica Graduate Institute, where she teaches courses on depth psychology, dreamwork and alternative healing modalities. In the past, Dr. Mozol has worked in a wide variety of clinical settings including a position as an adult trauma therapist, where she facilitated groups and individual psychotherapy sessions focused on trauma and recovery for Family Services of Greater Vancouver. Areas of special interest include: DSM assessment, clinical skills, human sexuality and depth psychology.

## **Adjunct Faculty**

David Aboussafy, Ph.D., R. Psych.  
McGill University

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

Kirk Beck, Ph.D., R. Psych.  
University of British Columbia

Debbie Clelland, M.A., R.C.C.  
University of Victoria



Rosalie Diaz, Psy.D.  
Adler School of Professional Psychology

Daunita Eleniak, Ph.D., M.S.W., Registered Social Worker  
University of Hawaii

Denise Hall, M.A.  
Adler School of Professional Psychology

Rick Hancock, Psy.D., R. Psych.  
Southern California University for Professional Studies

Alyson Jones, M.A., R.C.C.  
Adler School of Professional Psychology

Sarina Kot, Ph.D., R. Psych.  
University of North Texas

Steven Lake, Ph.D., M.Ed.  
University of Saskatchewan

Evandro Lopes, Ph.D., R. Psych.  
Southern California University for Professional Studies

Teal Maedel, M.A., R. Psych.  
Adler School of Professional Psychology

Alivia Maric, Ph.D., R. Psych.  
Simon Fraser University

Jan McNeil, M.A., R.C.C.  
Adler School of Professional Psychology

Bahman Najarian, Ph.D.  
University of York (UK)

Joti Samra, Ph.D., R. Psych.  
Simon Fraser University

Marilee Sigal, Psy.D., R. Psych.  
Southern California University for Professional Studies

Hammond Tarry, Ph.D.  
Oxford University

Marshall Veal, M.A.  
Adler School of Professional Psychology

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Nancy Davis	Office Manager

Terri Esch	Director of Financial Aid
Elaine Francis	Registration Specialist
Craig Hines	Director of Admissions
Adam Halatek	Controller
Christine Hammer	Senior Administrative Assistant to the Institute on Social Exclusion
Don Huffman, M.Ed.	Director of Institutional Research
Sheba Jones, M.B.A.	Registrar
Asra Kamal, M.S.	Director of Student and Alumni Affairs
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Martin LeRoy	Director of Management Information Systems
Kate Lux	Director of Corporate and Foundation Relations
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Mayumi Nakamura, Psy.D.	Associate Director of Training and Community Service
Mitzi Norton	Executive Assistant to the President
Dino Nuhija	Assistant Systems Administrator
Haydee Nuñez, M.B.A.	Director of Community Service Career Development
Megan Odum	Admissions Recruiter
Terri Powers	PSC Office Manager
Francine Reed	Receptionist
Meghan Rivard	Student Finance Manager
Ricco Roby	Technical Support Specialist
Donald Sorsa	Director of Online Learning
Sherrod Taylor, J.D.	Faculty Fellow Institute on Social Exclusion
Michelle Tiwade	Admissions Counselor
Matthew Thomas	Administrative Assistant
Allison Urbanczyk	Executive Assistant to the Vice President of Administration
Catherine Webb, M.A., M.I.L.S.	Serials and Electronics Resources Librarian

**Vancouver Campus**

Lawrence Axelrod

Ada Christopher

Samantha Ali

Kathleen Irvine

Billene Seyoum

James Tan

Dean

Associate Director of Admissions

Community Service Practicum

Coordinator

Director of Training and

Community Service

Interim Registrar/Office Manager

Receptionist/ Faculty Assistant

## Academic Calendar

<b>2008 – 2009</b>			
	<b>Event</b>	<b>Date</b>	<b>Comments</b>
	Chicago M.A. Orientation	Wednesday, August 27, 2008	9:00 AM – 5:00 PM CST
	Chicago Psy.D. Orientation	Thursday, August 28, 2008	9:00 AM – 5:00 PM CST
	Chicago Orientation City Excursions	Friday, August 29, 2008	
	Labor Day	Monday, September 1, 2008	Holiday for Both Campuses
	Fall Semester Begins	Tuesday, September 2, 2008	
	Vancouver M.A. Orientation	Wednesday, September 3, 2008	8:30 AM – 4:30 PM PST
	Add / Drop Week – 100% Refund	Tuesday, September 2 – Tuesday, September 9, 2008	Forms must be submitted no later than 5:00 PM CST on Tuesday, September 9, 2008.
	Add / Drop Week – 50% Refund	Wednesday, September 10 – Tuesday, September 16, 2008	Forms must be submitted no later than 5:00 PM CST on Tuesday, September 16, 2008.
	Explorers Day	Monday, October 13, 2008	Chicago Campus Holiday
	Thanksgiving	Monday, October 13, 2008	Vancouver Campus Holiday
	Chicago Commencement Ceremony	Sunday, October 26, 2008	
	Deadline to Drop a Course with a "W" Grade	Monday, October 27, 2008	Forms must be submitted no later than 5:00 PM CST on Monday, October 27, 2008.
	Spring 2009 Registration	Monday, November 3 – Friday, November 14, 2008	Forms must be submitted no later than 5:00 PM CST on Friday, November 14, 2008.
	Remembrance Day	Tuesday, November 11, 2008	Vancouver Campus Holiday
	Fall 2008 Graduation Application Due	Friday, November 14, 2008	Graduation application is due for students, who will complete degree requirements by the end of the Fall 2008 term (December 15, 2008). Applications must be submitted no later than 5:00 PM CST on Friday, November 14, 2008.
	Thanksgiving	Thursday, November 27, 2008	Chicago Campus Holiday
	Day After Thanksgiving	Friday, November 28, 2008	Chicago Campus Holiday
	Fall Semester Ends	Monday, December 15, 2008	

	Christmas Eve	Wednesday, December 24, 2008	Holiday for Both Campuses
	Christmas Day	Thursday, December 25, 2008	Holiday for Both Campuses
	Boxing Day	Friday, December 26, 2008	Vancouver Campus Holiday
	New Year's Day	Thursday, January 1, 2009	Holiday for Both Campuses
	Chicago M.A. & Psy.D. Orientation	Friday, January 2, 2009	9:00 AM – 5:00 PM CST
S p r i n g  2 0 0 9	Spring Semester Begins	Monday, January 5, 2009	
	Vancouver M.A. Orientation	Wednesday, January 7, 2009	8:30 AM – 4:30 PM PST
	Add / Drop Week – 100% Refund	Monday January 5 – Monday, January 12, 2009	Forms must be submitted no later than 5:00 PM CST on Monday, January 12, 2009.
	Add / Drop Week – 50% Refund	Tuesday, January 13 – Monday, January 19, 2009	Forms must be submitted no later than 5:00 PM CST on Monday, January 19, 2009.
	Martin Luther King Day	Monday, January 19, 2009	Chicago Campus Holiday
	Presidents Day	Monday, February 16, 2009	Chicago Campus Holiday
	Deadline to Drop a Course with a "W" Grade	Monday, March 2, 2009	Forms must be submitted no later than 5:00 PM CST on Monday, March 2, 2009.
	Summer 2009 Registration	Monday, March 9 – Friday, March 20, 2009	Forms must be submitted no later than 5:00 PM CST on Friday, March 20, 2009.
	Spring 2009 Graduation Application Due	Friday, March 20, 2009	Graduation application is due for students, who will complete degree requirements by the end of the Spring 2009 term (April 20, 2009). Applications must be submitted no later than 5:00 PM CST on Friday, March 20, 2009.
	Good Friday	Friday, April 10, 2009	Holiday for Both Campuses
	Easter Monday	Monday, April 13, 2009	Vancouver Campus Holiday
		Spring Semester Ends	Monday, April 20, 2009

Additional calendar information, including the Summer 2009 schedule, is available at [www.adler.edu/academics/48AcademicCalendar.asp](http://www.adler.edu/academics/48AcademicCalendar.asp)