

Adler School of
Professional Psychology
Catalog 2009 – 2010



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Notice:

This Catalog and its contents 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. The School makes no guarantee 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 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. The School, while always working to communicate changes that affect its learning community, may make such changes as necessary and with or without advance notice. Course offerings and requirements are continually under examination, and revisions are expected.

Table of Contents

<u>The School: An Overview</u>	1
Facilities and Campus Locations	1
The School's Mission	2
Social Responsibility	4
Non-discrimination Policy	4
Diversity	5
Faculty	5
Organization and Governance	6
Accreditation and Approvals	6
Library	8
Psychological Services Center	9
<u>Adler Institutes for Social Change</u>	11
Institute on Social Exclusion	11
Institute on Public Safety and Social Justice	12
<u>Admission Policies and Procedures</u>	13
Application Process	13
Application Deadlines	14
Evaluation of Applicants	15
Provisional Admission	15
Acceptance of Admission	15
Deferring Admission	16
International Applicants	16
Students-at-Large / Non-Degree Seeking	18
Changing or Adding Programs	19
Readmission	19
Transfer Credit	20
<u>General Academic Policies and Procedures</u>	20
Schedule	20
Registration	20
Class Attendance	21
Full-Time and Half-Time Status	21
Course Drop and Withdrawal	22
Administrative Withdrawal	22
Withdrawal in Good Standing	23
Satisfactory Progress	23
Student Conduct and Comprehensive Evaluation	24
Qualifying Examinations	26
Master's Level Licensure/Registration	27
Doctoral Level Licensure/Registration	27

Respecialization in Clinical Psychology	28
Continuing/Professional Education	28
Grading System	29
Academic Standards	32
Leave of Absence	32
Professional Writing Skills	33
Family Education Rights and Privacy Act – FERPA	33
Personal Information Protection Act (PIPA)	34
Students with Disabilities	35
<u>Tuition and Fees</u>	35
2009-2010 Tuition and Fees Schedule – Chicago & Fort Wayne	35
Payment Information – Chicago & Fort Wayne	37
Tuition Refund Policy – Chicago	37
Tuition Refund Policy – Fort Wayne	38
2009-2010 Tuition & Fees Schedule – Vancouver	39
Payment Information – Vancouver	40
Tuition Refund Policy - Vancouver	41
<u>Financial Aid: Chicago Campus</u>	42
Federal Financial Aid Eligibility Requirements	42
Types of Financial Aid	43
Academic Progress Requirements and Probation	46
Registration Deadline for Financial Aid	47
Administrative Withdrawals	47
Additional Requirements and Regulations	47
International Students: Chicago Campus	47
<u>Financial Aid: Vancouver Campus</u>	48
StudentAid BC Information for Students	48
Institutional Scholarships	49
<u>Programs of Study</u>	49
<u>M.A. in Counseling Psychology (M.A.C.)</u>	50
Minimum Admission Requirements	51
Chicago	51
<i>Degree Requirements</i>	52
<i>Curriculum Sequence</i>	52
<i>Graduation Requirements</i>	53
Vancouver	54
Degree Requirements	54
Curriculum Sequence	55
Graduation Requirements	56

Practicum – Chicago & Vancouver Campuses	57
<u>M.A. in Counseling Psychology – Online Hybrid Format (M.A.C.OH)</u>	58
Minimum Admission Requirements	58
Degree Requirements	59
Curriculum Sequence	60
Graduation Requirements	61
Community Engagement Project & Practicum	61
<u>M.A. in Counseling Psychology: Art Therapy (M.A.T.)</u>	62
Minimum Admission Requirements	62
Degree Requirements	64
Curriculum Sequence	65
Graduation Requirements	66
Practicum	66
<u>M.A. in Counseling Psychology Specialization in Rehabilitation Counseling (M.A.C.R.)</u>	67
Minimum Admission Requirements	68
Degree Requirements	68
Curriculum Sequence	69
Graduation Requirements	70
Practicum	71
<u>M.A. in Counseling and Organizational Psychology (M.A.O.)</u>	72
Minimum Admission Requirements	72
Degree Requirements	73
Curriculum Sequence	74
Graduation Requirements	77
Practicum	77
<u>M.A. in Gerontological Counseling (M.A.G.)</u>	78
Minimum Admission Requirements	79
Degree Requirements	79
Curriculum Sequence	80
Graduation Requirements	82
Practicum	82
<u>M.A. in Marriage and Family Counseling (M.A.F.)</u>	83
Minimum Admission Requirements	84
Degree Requirements	84
Curriculum Sequence	85
Graduation Requirements	86
Practicum	86

<u>M.A. in Police Psychology (M.A.P.)</u>	87
Minimum Admission Requirements	88
Degree Requirements	88
Graduation Requirements	88
<u>Certificate in Marriage and Family Therapy</u>	89
Minimum Admission Requirements	89
Certificate Requirements	90
Graduation Requirements	90
<u>Certificate in Substance Abuse Counseling</u>	91
Certificate Requirements	91
Specialized Practicum	91
Graduation Requirements	92
<u>Doctor of Psychology in Clinical Psychology (Psy.D.)</u>	92
Admission Requirements	93
Review of Applications	93
Length of Program	94
Time to Completion	94
Residency Requirement	94
Qualifying Examinations	95
Practicum	96
Internship	97
Doctoral Dissertation	98
Degree Requirements	100
Elective Menu for the Psy.D. Program	101
Schedule	102
Suggested Course Sequences	103
Graduation Requirements	105
Concentration and M.A. Degree Options	106
Concentration/Certificate in Advanced Adlerian Psychotherapy	107
Minimum Admission Requirements	108
Course Requirements	108
Graduation Requirements	108
Doctoral Concentration in Art Therapy	109
Minimum Admission Requirements	109
Course Requirements	110
Graduation Requirements	110
Doctoral Concentration in Child & Adolescent Psychology	111
Course Requirements	111
Graduation Requirements	111
Concentration/Certificate in Clinical Hypnosis	112
Minimum Admission Requirements	112
Course Requirements	113

Graduation Requirements	113
Concentration/Certificate in Clinical Neuropsychology	113
Minimum Admission Requirements	115
Course Requirements	115
Graduation Requirements	116
Concentration/Certificate in Cognitive-Behavioral Therapy	116
Minimum Admission Requirements	117
Course Requirements	117
Graduation Requirements	117
Doctoral Concentration in Marriage and Family Therapy	118
Course Requirements	118
Specialized Practicum for MFT Concentration	118
Graduation Requirements	119
Doctoral Concentration in Organizational Development	119
Course Requirements	119
Graduation Requirements	120
Doctoral Concentrations in Primary Care Psychology	121
Course Descriptions	122
Faculty	
Chicago Campus	161
Vancouver Campus	180
Board of Trustees	185
Administration and Staff	185
Academic Calendar 2009-2010	188

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. 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.

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 seven 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.

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

Building on the work of Alfred Adler, the vision of the Adler School of Professional Psychology emphasizes the importance of educating socially responsible practitioners. In accordance with Adlerian principles, it is only through interest in the broader community that humans evolve. Adler extended this view to recognize the larger context, including the social conditions, within which individuals are situated.

The ability to engage in socially responsible practice has been adopted as a required competency in all of the Adler School's degree programs. Attainment of this competency is achieved through a combination of practical training, coursework, and other activities: the Community Service Practicum (CSP) offers students a broad range of community-based experiences; classes provide information on theories and research on the effects of structural and systemic variables on human well-being; and other educational activities, such as work in the School's onsite clinic and the Institutes for Social Change, provide students with opportunities to learn how to identify and address a wide range of social issues.

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
- Collaborate with others to reform social, political, and other structures and systems that adversely affect well-being.

Non-discrimination 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 orientation, gender 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.

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.

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.ncacih.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 has been accredited by the American Psychological Association since 1998. 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. 202-336-5979
- 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 Clinical Hypnosis Program Curriculum has been approved by the American Society of Clinical Hypnosis (ASCH) Standards of Training as an accredited program in hypnosis. ASCH is the certifying body for hypnosis training and practice worldwide.
- 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.

The Sol and Elaine Mosak 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 professional librarians, paraprofessional staff members and 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 76 member libraries in Illinois. I-Share member libraries agree to share resources, so that the Adler School community has access to a combined collection of over 9 million unique records.

Library services for students and faculty include:

- A reserves collection of required and recommended class materials
- Interlibrary delivery of books and articles not owned in our collection
- Individual research consultation for papers, theses, or dissertations
- Subject-specific classroom instruction sessions
- Identification of online resources for course enhancement
- Provision of links to online resources for faculty syllabus development
- Individual instruction in the selection and use of databases

The Library's print collection comprises approximately 12,000 circulating books, over 100 print journal titles, and more than 480 instructional audiovisual materials. The Library also licenses 45 research databases in psychology and the related social sciences, as well as full-text electronic content from more than 20,000 unique journal titles, over 5,000 electronic books, and several collections of newspapers. Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, Science Direct, SAGE Journals Online, LexisNexis Academic, Academic Search Premier, Credo Reference, SocIndex Full Text, Psychiatry E-books Online, 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. 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 Center for Research Libraries and the Metropolitan Library System (MLS), as well as 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 statewide and 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 ; or by fax: (312) 201-8756.

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center

The Rudolf and Sadie "Tee" Dreikurs Psychological Services Center (PSC) at the Chicago campus is a community mental health center licensed by the State of Illinois' Department of Financial and Professional Regulation. The PSC has a dual mission: to serve as the Adler School's training clinic and to provide psychological services to underserved populations.

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.

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, partner 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 masters, doctoral, and post-doctoral trainees under the supervision of licensed staff clinical psychologists and 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 fully affiliated program, reserving four full-time and one part-time position(s) 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 at community based satellites. 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, or call (312) 327-0959.

Adler Institutes for Social Change

The Adler Institutes for Social Change advances social justice for underserved and disadvantaged communities through applied research, community outreach, and public awareness initiatives. We serve as catalysts for change by:

- Organizing and facilitating multi-stakeholder collaborations to address complex social problems;
- Supporting the development and implementation of programs designed to address communities-identified needs.

The creation of the Institutes for Social Change is borne of the fundamental belief that the greatest benefits of the field of psychology are derived when the profession works in close collaboration with other professions whose work impacts the communities of the people we serve.

Institute on Social Exclusion

The Institute on Social Exclusion (ISE) is an integral part of the Adler School's educational programming. Its mission is to advance the School's vision of social justice. A central theme in the work of the ISE is the idea that social injustice is often created by structural features of society such as laws, public policies, institutional behaviors, and popular ideologies and beliefs. ISE Faculty Fellows, Faculty Affiliates and students engage in a variety of research, community outreach, and public awareness projects.

In 2008 - 2009, ISE research projects included investigations on immigrant homelessness in Chicago, the displacement of Chicago's public housing residents, and suicides rates in metropolitan Chicago. Another research project identified and documented indicators of social exclusion such as food insecurity, access to primary health care, homeownership, supermaximum prisons, death by preventable disease, youth confined to life in prison without parole (LWOP), and the digital divide. The research results are being published in the Winter 2009 edition of the Journal of Individual Psychology.

In 2008-2009, community outreach projects included gun violence prevention programming in the Chicago community of Englewood where youth-involved gun violence has been extraordinarily high. The ISE also played an instrumental role in establishing a relationship with Heartland Alliance for Human Needs and Human Rights which resulted in new educational programming that will address international women's issues, the needs of survivors of state-sponsored torture, and the survivors of sexual violence in the Democratic Republic of the Congo.

The ISE's public awareness programming during 2008-2009 included implementation of the Social Exclusion Simulation which highlights the barriers that formerly incarcerated women face as they try to re-enter society. Additionally, the ISE hosted a series of speakers that included UK Prime Minister Tony Blair's first Cabinet Minister for Social Exclusion, the Right Honorable Hilary Armstrong, MP, who described the experience of the United Kingdom in tackling health care and education disparities; the president of the Sabin Institute, Peter Hotez, whose internationally-noted work on Neglected Tropical Diseases illustrates how poverty is a key social determinant of infectious diseases, which have chronic and debilitating effects on physical and mental health; and Dorothy Roberts, professor of Law at Northwestern University who

spoke about the intersection of race, science and public policy. The ISE also hosted a summer film series on marginalized populations such as American Indians, the Romany of Eastern Europe, and the Aboriginal populations of Australia.

Other ISE projects include work with the Substance Abuse and Mental Health Agency in the US Department of the Health and Human Services to integrate the concept of social inclusion into mental health care policy, and assisting the AIDS Foundation in its efforts to address the social determinants of HIV/AIDS, such as poverty.

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.

Institute on Public Safety and Social Justice

The mission of the Institute on Public Safety and Social Justice (IPSSJ) at the Adler School is to promote social justice by increasing awareness of socially just policies and practices within the realms of law enforcement and homeland security and actively working to encourage others to adopt such practices through public dialogue and community involvement.

IPSSJ's objectives for creating social change include:

- Community outreach that addresses community-identified social justice issues and technical assistance to address those issues;
- Public education and awareness to encourage public dialogue around national safety and security and socially just policy issues;
- Applied research that informs public safety and national security policies and practices.

The IPSSJ at the Adler School is interested in launching a public discussion that explores what can be done to promote public safety and national security through socially just policies and practices.

The work of the IPSSJ will:

- Analyze current public safety and homeland security policies and procedures with regard to social justice;
- Engage in practical work that encourages communities to work with their public safety officials to build safer, healthier communities;
- Stimulate public discourse on the balance between public safety and security and individual and group rights to privacy and civil liberties.

Admission 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, applicants should 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);
- Official transcripts from every college or university attended;
- Three letters of recommendation accompanying the Adler School recommendation form; and
- Resume or curriculum vitae;
- Graduate Record Examination (GRE) – recommended but not required.

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) or Educational Credential Evaluators (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 all application materials 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. in Clinical Psychology	February 15th	Fall entry only
M.A. in Counseling Psychology	Rolling	Fall entry only
M.A. in Counseling Psychology – Online/Hybrid	Rolling	Fall and Spring
M.A. Counseling Psychology Specialization in Rehabilitation Counseling	Rolling	Fall entry only
M.A. Marriage and Family Counseling	Rolling	Fall entry only
M.A. in Gerontological Counseling	Rolling	Fall entry only
M.A. in Counseling and Organizational Psychology	Rolling	Fall entry only
M.A. in Counseling Psychology: Art Therapy	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. 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. Minimum TOEFL requirements are as follows:

Paper-based TOEFL	550
Computer-based TOEFL (cbt)	213
Internet-based TOEFL (ibt)	79

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 who 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.

International students possessing citizenship from a country outside of Canada must apply for a Study Permit. For more information, please contact (in North America) (888) 242-2100 or www.cic.gc.ca. Once enrolled in the Adler School program, students must pay tuition and fees according to the school's payment schedule. Adler School, Vancouver Campus participates in the

Citizenship and Immigration Canada (CIC) Off campus Work Permit program for international students, www.cic.gc.ca/english/study/work-offcampus.asp.

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 enroll in 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 clinical 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

Students who were previously enrolled at Adler School, 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 also applies to students who seek to return to the School following an approved leave of absence, withdrawal in good standing, or other absence including Adler School alumni who wish to return to the School. An individual review of previous coursework and training history will be completed after admission to a program to determine if any requirements have been previously met.

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 from other accredited institutions.

Upon enrollment into a degree program, a review of the unique academic and training history will occur and a determination will be made at the discretion of the School. Requesting transfer credit must be done in a timely fashion and it is an extensive process that involves a review of previous academic work including syllabi and grades earned. It is Adler School policy that transfer credit must be requested with all supporting documentation received by the end of the second semester of enrollment. Courses completed more than 5 years prior to time of enrollment are automatically prohibited from transfer credit, as are requests to transfer electives. Transfer Credit Forms can be found on our website at <http://www.adler.edu/services/51officeoftheregistrar.asp>.

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 online (via WebAdvisor). Students register on-line and registration deadlines are published each term. Please consult the academic calendar for specific dates. Only students with written approval from their Program Director may register for more than 15 credit hours in a term.

Class Attendance

Fall/Spring Semesters

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 a weekend 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.

Summer Semester

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 (or one 5-hour per week) class 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 a weekend 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.

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.

Course Drop and Withdrawal

Students wishing to drop a course or exam must do so before or during the published add/drop period. Please consult the academic calendar for specific dates. 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 or the date the student drops the class via WebAdvisor. Students may not withdraw after the eighth week of a semester during the Fall and Spring terms. Students may not withdraw after the sixth week during the Summer 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 courses dropped during 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.

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.

When previously withdrawn students are granted re-admission to the Adler School or when alumni apply for admission to a different program, a case-by-case review of the student's prior academic record will be done to determine whether credit can be granted for formerly completed coursework. Many factors are pertinent to the school's determination to give credit for previously completed coursework including but not limited to (a) the length of time that has passed since the coursework was originally completed, (b) the actual grade earned by the student in the course, (c) the performance evaluation completed by the student's advisor/supervisor, and (d) curriculum changes that may have occurred and been formally instituted since the student's withdrawal from the school. There are no fixed and absolute rules regarding granting credit for previously completed course work. Instead, a formal review of the unique academic and training history of each applicant will occur and a determination will be made at the discretion of the Admissions Committee in consultation with the Program Director. A formal audit of previously completed coursework will be undertaken only after enrollment into a degree program.

Withdrawal in Good Standing

Students may withdraw from the School in good standing by completing the "Student Withdrawal Form" and submitting it 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. Students in all degree programs are reviewed periodically by faculty members to determine satisfactory progress and provide comprehensive feedback to students.

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 are referred to the Student Comprehensive Evaluation Committee for review.

Student Conduct and Comprehensive Evaluation

The School expects students to 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. Comprehensive student evaluations are completed by core faculty members on an annual basis. Students receive written feedback outlining their progress within their degree program with areas of growth or deficiencies clearly noted for advisement purposes. 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, Program Director, Director of Training and Community Service or the Director of Student and Alumni Affairs.

Qualifying Examinations

Several of the M.A. degree programs require the successful completion of the Master's Clinical Qualifying Examination. The Doctoral clinical psychology 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 a required Master's Clinical Qualifying Examination or the Doctoral Clinical Qualifying Examination the first time, are referred for review by the Training Committee. Students who fail on the second attempt for either examination are subject to immediate dismissal.

Master's Level Licensure/Registration

Graduates of the Master of Arts programs in Counseling, Organizational Psychology, Gerontology, 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 Master of Arts in Counselling Psychology degree program are eligible for membership registration with the British Columbia Association of Clinical Counsellors (www.bccounsellors.org) and/or the Canadian Counselling Association (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.

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 into 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 courses (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.

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:

Chicago Campus:

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
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

Vancouver Campus:

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A+		4.25
A	Excellent	4.00
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 <http://www.adler.edu/services/53HandbooksandPolicies.asp>.

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 supporting documentation to their Academic Program Director.

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.

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.

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.

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 qualified students 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. Accommodations are not granted retroactively.

Tuition and Fees

The following schedules of tuition and fees are effective as of August 31, 2009. The school reserves the right to add or change any of the fees or charges listed below at any time without prior written notice. Changes in tuition and fees apply to current and new students.

2009-2010 Tuition and Fees Schedule – Chicago and Fort Wayne

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	\$880
Tuition – Standard Psy.D. Credit Hour	\$920
Tuition – Audit M.A. and Certificate Credit Hour	\$440
Tuition – Audit Psy.D. Credit Hour	\$460
Tuition – Deferred Billing Credit Hour*	\$1,050

Registration-Based Fees

Fee – Prerequisite Course	\$1,320
Fee – Writing Course	\$1,760
Fee – Community Service Capstone	\$920
Fee – Dissertation Preparation Seminar	\$165
Fee – Dissertation Proposal	\$920
Fee – Dissertation Proposal Continuation	\$920
Fee – Dissertation (per semester)	\$920
Fee – Dissertation Continuation	\$1840
Fee – Dissertation Oral Defense	\$380
Fee – Internship, Full-Time (per semester)	\$920
Fee – Internship, Half-Time (per semester)	\$460
Fee – Professional Liability Insurance	
-Practicum and Internship (per semester)	\$50
-Community Service Practicum (per semester)	\$25
Fee – Student Services (per semester)	\$190
Fee – M.A. Qualifying Exam	\$810
Fee – Psy.D. Qualifying Exam	\$850

Degree Completion Fees

Fee – Graduation (per degree)	\$120
Fee – Replacement Diploma	\$35

Miscellaneous Fees

Fee – Course Drop	\$40
Fee – Late Registration	\$100
Fee – UPASS - University Pass (per semester, full time only)	\$86

Fee – Returned Check (per occurrence)	\$50
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$150
Fee – Late Payment Fee (percentage of past due balance)	2%

*To be eligible for Deferred Billing rate, you must be both (1) enrolled in either the Master’s of Police Psychology program or the Online Hybrid Master’s of Counseling program; and (2) be employed by an entity that offers tuition reimbursement. Please contact the Office of Student Finance at (312) 261-4058 for more information.

Payment Information – Chicago & Fort Wayne

Online tuition payments are accepted through WebAdvisor. Students may pay tuition and fees by e-check or MasterCard, Discover or American Express. Payment may also be remitted by paper check or money order on campus at the Office of Student Finance. Checks are to be made payable to The Adler School of Professional Psychology. Unless otherwise indicated, tuition and fees are listed in U.S. dollars, and remittance must be made in U.S. dollars.

Tuition and fees are due and payable in full two weeks prior to the start of the semester. 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.

Tuition Refund Policy – Chicago

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 form (via Registrar’s Office) or from the date the course is dropped (via WebAdvisor). Refunds will be based upon the total charge incurred rather than the amount paid by the student. Mandatory fees,

which include but are not limited to the Student Services Fee, are not refundable once the semester has begun. Only tuition charges will be refunded based on the following schedule:

Chicago 15 Week Semester Schedule – Ground Classes

End of 7 th calendar day of the semester (11:59 p.m.)	100%
End of 14 th calendar day of the semester (11:59 p.m.)	50%

Chicago 15 Week Semester Schedule – Online Classes

End of 14 th calendar day of the semester (11:59 p.m.)	100%
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Chicago 10 Week Semester Schedule – Ground and Online Classes

End of 7 th calendar day of the semester (11:59 p.m.)	100%
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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.

Tuition Refund Policy – Fort Wayne

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.

2009-2010 Tuition and Fee Schedule - Vancouver

Admissions Fees and Deposits (in Canadian Dollars)

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

Tuition

Tuition (per credit hour)	\$640
Tuition – Audit (per credit hour)	\$320

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	\$750

Miscellaneous Fees

Fee – Course Drop Fee	
A. Refunds before the program of study begins:	
(i) 100% tuition refund excluding the nonrefundable tuition deposit and all other fees, including a \$50 drop fee.	
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.	
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 - Vancouver

Tuition and fees are due and payable during the week of registration. 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.

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 Refund Policy - Vancouver

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:

Vancouver 15 Week Term Schedule

Before the first session of the course	100%
Before the second session of a weekend or weekday course	70%
After the second session of a weekend or weekday course	50%

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) 100% tuition refund excluding non-refundable tuition deposit and all other fees, including \$50 drop fee.

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.

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 cover expenses while attending school. Eligible students have the following options to choose from:

- Federal Stafford Loans
- Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program)
- Work Study – Federal and Institutional
- 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 using our school code, G20681.

Financial Aid Eligibility Requirements

Students wishing to receive financial aid at Adler must meet the following eligibility criteria:

- Be actively enrolled 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

In addition to the above, students who wish to receive federal financial aid must also:

- Be a U.S. citizen or permanent resident
- Not be in default on any previously awarded federal student loan

Types of Financial Aid

Student Loans

Loans are borrowed money that must be repaid with interest. Repayment of loans does not begin until a student graduates, withdraws from school, or ceases to maintain enrollment on at least a half-time basis. Students are informed in their financial aid award letter of the Federal Stafford Loans they have been offered.

Subsidized Federal 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 180 days [six months] after the last term a student was enrolled on at least a half-time basis. This six-month grace period begins the day after the term has ended. Repayment begins after the student has graduated, withdrawn, or dropped below half-time enrollment and the grace period has expired.

Unsubsidized Federal 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. Like subsidized Stafford loans, students do not need to begin repayment until six months after their last term enrollment on at least a half-time basis; however, students can elect to make payments on the interest and/or on the principal while still enrolled in school.

Federal Stafford Loans – Psy.D.

Students who meet all financial aid eligibility requirements can receive up to \$37,165 per year in Stafford loans. The amount of this award that is subsidized cannot exceed \$8,500 per year and is dependent upon a student's financial need.

Lifetime aggregate limits: Psy.D. candidates cannot borrow in excess of \$65,500 in subsidized Stafford loans, and cannot exceed a combined lifetime aggregate amount of \$224,000 between subsidized and unsubsidized Stafford loans.

Federal Stafford Loans - M.A. and Certificate

Students who meet all financial aid eligibility requirements can receive up to \$20,500 per year in Stafford loans. The amount of this award that is subsidized cannot exceed \$8,500 per year and is dependent upon a student's financial need.

Lifetime aggregate limits: M.A./Certificate candidates cannot borrow in excess of \$65,500 in subsidized Stafford loans, and cannot exceed \$138,500 in a combination of subsidized and unsubsidized Stafford loans throughout the course of their graduate education.

Graduate PLUS Loans

This is a 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. They have a 3% origination fee that is deducted when the loan is disbursed. Some lenders also charge a 1% default fee which is deducted upon disbursement as well. Graduate PLUS loans require credit approval. Students with no credit history or poor credit may find an endorser (co-signer) for the loan. If their loan is denied due to credit, some lenders offer a "Second Look" option. If this is requested, the lender will determine if there are steps the student can take to quickly improve his/her credit so the student will be approved for the loan.

Alternative Loans

These are private loans and cannot be consolidated with Stafford Loans. Because they are not federal loans, they are 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.

International students must have a co-signer who is a U.S. citizen or permanent resident in order to receive an Alternative loan.

Work Study – Federal and Institutional

There are many opportunities for Adler students to find employment on campus through our work study program. Work study positions on campus are categorized as either Federal Work Study or Institutional Work Study. Students participating in Work Study are limited to working a maximum of 20 hours per week.

Federal Work Study

Students who have filed a FAFSA and demonstrate financial need are eligible to apply for federal work study positions. These positions are funded in large part by the U.S. federal government, so students must be eligible to receive federal financial aid in order to be hired for one of these positions.

Institutional Work Study

Funding for the institutional work study program comes entirely from Adler's institutional budget, so students do not need to be eligible for federal funding to be hired for these positions. Some teaching and research assistants are paid through institutional work study funds, as are many students hired on for short-term projects.

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. Descriptions of these scholarships and application information can be found on the Adler School website.

External Scholarships: The Office of Financial Aid posts any information we receive about outside scholarships on the Adler School website.

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.

Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program)

The Yellow Ribbon Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The Post-9/11 GI Bill pays up to the highest public in-state undergraduate tuition and fees. The Adler School has voluntarily entered into agreement with the U.S. Department of Veterans Affairs (VA) to fund additional tuition expenses that exceed those covered by the Post 9/11 GI Bill. Funds are available to eligible students on a first-come, first served basis. Students are notified by the VA if they are eligible for this funding. Eligibility requirements are set by VA and are as follows:

- Student is a veteran who served an aggregate period of active duty after September 10, 2001 of at least 36 months;
- Student is a veteran who was honorably discharged from active duty for a service connected disability and they served 30 continuous days after September 10, 2001;
- Student is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

For more details about this program, please contact the Office of Financial Aid or visit:

http://www.gibill.va.gov/GI_Bill_Info/CH33/Yellow_Ribbon.htm

Academic Progress Requirements

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

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, the student may contact the Office of Financial Aid to request additional funds.

Administrative Withdrawals

In the event a student is administratively withdrawn from the School, the Office of Financial Aid is required by federal regulation 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 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 must attend at least one debt management seminar prior to graduation. Seminars are offered each term by the Office of

Financial Aid. Federal regulations stipulate that all students awarded Federal Stafford loans must 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.

International Students: Chicago Campus

International students are eligible for 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 cover expenses while completing their course work. International student are encouraged to contact the Office of Financial Aid to obtain further information.

Financial Aid - Vancouver Campus

StudentAid BC Information for Students

StudentAid BC 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 StudentAid BC is that the primary responsibility for the funding of post-secondary education rests with students and their immediate families.

The StudentAid BC Program is a joint program between the federal and provincial government. The application form for StudentAid BC is a one-stop process to apply for two kinds of funding: loans and grants. These include:

Loans

Canada student loans

This loan is subsidized by the federal government. It is issued in the form of a Schedule 1, also known as a certificate of eligibility.

- Interest will be paid by the federal government while you are attending school full time.
- Maximum assistance is 60 per cent of total funding, up to \$210 per week of study.
- You must be enrolled in at least 60 per cent (40 per cent for students with permanent disabilities) of a full-time course load.
- Repayment will begin six months after your studies end.

Information is also available online at
<http://www.hrsdc.gc.ca/en/hip/cslp/cslp.shtml>

British Columbia student loans

- 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.

For more information, please visit <http://www.aved.gov.bc.ca/studentaidbc/>

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.

Programs of Study

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. Degree programs and concentrations are offered in the following areas:

Master of Arts (M.A.) in:

- Counseling Psychology
- Counseling Psychology Online/Hybrid Format
- Counseling Psychology: Art Therapy
- Counseling Psychology Specialization in Rehabilitation Counseling
- Counseling and Organizational Psychology
- Gerontological Counseling
- Marriage and Family Therapy
- Police Psychology

Certificate Programs in:

- Advanced Adlerian Psychotherapy
- Clinical Hypnosis
- Clinical Neuropsychology
- Cognitive Behavioral Therapy
- Marriage and Family Therapy
- Substance Abuse Counseling

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

Concentrations offered (Psy.D. program):

- Advanced Adlerian Psychotherapy
- Art Therapy

Child and Adolescent Psychology
Clinical Hypnosis
Clinical Neuropsychology
Cognitive Behavioral Therapy
Marriage and Family Therapy
Organizational Development
Primary Care Psychology

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

The Master of Arts degree in Counseling Psychology 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 graduate degree 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 Professional Counselor (LPC) 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) and/or the Canadian Counselling Association (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 Professional Counselor (LPC) credential 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. 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>.

Furthermore, the MAC program has been approved by the National Board of Certified Counselors (NBCC) as a participant in the Graduate Student

Application program (www.nbcc.org). This program provides eligible students with the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE). Upon degree graduation, students can submit their pass scores to the IDPR toward the fulfillment of state licensing requirements.

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.

Vancouver campus only: Applicants should have completed at least 3 credits of general or introductory psychology and 3 credits of abnormal psychology with grades of C or better prior to beginning their studies at Adler School, Vancouver Campus. Outstanding prerequisites are expected to be completed by the end of a student's first semester at Adler School, Vancouver Campus.

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	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
433	Parent Education: Adlerian Theory and Interventions	2 cr.
438	Introduction to Addictive Disorders	3 cr.

* 472	Basic Skills for Psychotherapy	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 Systemic Bases of Health and Dysfunction	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 61

* = Required before beginning counseling practicum

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

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
623	Life Span Development	3 cr.
641	Social Psychology and Individual Differences	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.

505	Professional Development, Issues and Ethics	3 cr.
516	Individual Appraisal for Counselors in Practice	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.
350	Community Psychology	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
472	Basic Skills for Psychotherapy	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

337	Group Psychotherapy	3 cr.
433	Parent Education: Adlerian Theory and Interventions	2 cr.
502	M.A. Practicum Seminar I	1 cr.
506	M.A. Practicum I	1 cr.
671	Structural and Systemic Bases of Health and Dysfunction	3 cr.

Term Credits = 10

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 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" or "C+".
5. Successful completion of the Masters Clinical Qualifying Examination, (MAQE).
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.

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 Skills for Psychotherapy	3 cr.
	495	Research in Counselling Psychology	3 cr.
	496	Preparation for the M.A. Thesis	1 cr.
	501	M.A. Thesis	3 cr.
*	505	Professional Development, Issues and Ethics	3 cr.
	506	M.A. Practicum I	1 cr.
	507	M.A. Practicum II	1 cr.
	508	MA Practicum Seminar I	2 cr.

	509	MA Practicum Seminar II	2 cr.
	516	Individual Appraisal for Counsellors 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 Counsellors	3 cr.
	663	Effective Marriage and Family Counselling	3 cr..
	671	Structural and Systemic Bases of Health and Dysfunction	3 cr..
	992	M.A. Thesis Continuation	0 cr..
	995	Master's Clinical Qualifying Examination	0 cr..
			Total Credit Hours = 58

* = Required before beginning practicum

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.
	520	Theories of Psychotherapy	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.
	472	Basic Skills for Psychotherapy	3 cr.
	505	Professional Development, Issues, and Ethics	3 cr.
	641	Social Psychology and Individual Differences	3 cr.

Term Credits = 11

Summer Term

203	Community Service Practicum II	1 cr.
431	Child Guidance and Parenting	1 cr.
495	Research in Counselling Psychology	3 cr.
516	Individual Appraisal for Counsellors in Practice	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

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

Term Credits = 10

Spring Term

432	Child Guidance and Parenting: Group Supervision	1 cr.
501	M.A. Thesis	3 cr.
507	M.A. Practicum II	1 cr.
509	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.
992	MA Thesis Continuation	0 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Term Credits = 6

Total Credit Hours = 58

Graduation Requirements (M.A.C. - Vancouver Campus)

1. Satisfactory completion of 58 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 – Chicago and Vancouver Campuses

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 (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 Department of Training and Community Service works in collaboration with students in identifying counseling experiences which meet the standards and requirements of the program. For more details, students should refer to the Practicum Handbook, which is available on Moodle.

M.A. in Counseling Psychology - Online/Hybrid Format (M.A.C.OH)

This Master of Arts degree in Counseling Psychology (online/hybrid) designed to provide students with an online/hybrid format for studying 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 graduate degree level training programs coupled with Adler School's emphasis on the education and training in socially responsible practice in an online/blended format.

This comprehensive graduate program is designed for working professionals and can be completed in 36 months of part-time participation. Blended courses have an online and an on campus residence experience which is designed to take place at the beginning of the course. 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 Professional Counselor (LPC) in the State of Illinois.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential 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. 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 earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university.
- A grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work.
- The equivalent of 12 semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods. Equivalent coursework in other social sciences may also be considered.

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

Degree Requirements

The following courses are required to be successfully completed in order to obtain the degree. The staggered format of these online/ blended courses allows for a certain degree of fluidity in the duration and timings of offerings throughout the academic year. Students are encouraged to take courses in the proper sequence in order to satisfy prerequisites requirements and preparation for practicum placement:

*	208	Professional Development Seminar	3 cr.
*	337	Group Psychotherapy	3 cr.
	350	Community Psychology	3 cr.
	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	3 cr.
	497	Research Methods	3 cr.
	505	Professional Development, Issues and Ethics	3 cr.
*	510	Preparation for Counseling Practice	3 cr.
*	516	Individual Appraisal for Counselors in Practice	3 cr.
	520	Theories of Psychotherapy	3 cr.
*	537	M.A. Practicum & Practicum Seminar I	2 cr.

*	538	M.A. Practicum & Practicum Seminar II	2 cr.
	569	Lifestyle & Career Development	3 cr.
	623	Life Span Development	3 cr.
	641	Social Psychology and Individual Differences	3 cr.
	647	Biopsychosocial Basis of Health & Dysfunction for Counselors	3 cr.
*	662	Overview of Marriage & Family Therapy Models	3 cr.
	671	Structural & Systemic Bases of Health & Dysfunction	3 cr.
	679	Practice of Counseling with Multicultural & Marginalized Communities	3 cr.
	906	Community Engagement Project & Capstone	3 cr.
	995	Master of Arts Clinical Qualifying Examination (MAQE)	0 cr.
Total Credit Hours:			61

* = Course requires a residency component

Please note: Students are advised 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 prior to graduation.

Curriculum Sequence

YEAR ONE

Fall Term

208	Professional Development Seminar *	3 cr.
641	Social Psychology and Individual Differences*	3 cr.

Term Credits = 6

Spring Term

505	Professional Development, Issues and Ethics	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
472	Basic Skills for Psychotherapy*	3 cr.

Term Credits = 9

Summer Term

520	Theories of Psychotherapy	3 cr.
623	Life Span Development	3 cr.
337	Group Psychotherapy *	3 cr.

Term Credits = 9

YEAR TWO

Fall Term

647	Biopsychosocial Bases of Health & Dysfunction for Counselors	3 cr.
350	Community Psychology	3 cr.
662	Overview of Marriage & Family Therapy Models *	3 cr.

Term Credits = 9

Spring Term

906	Community Engagement Practicum & Seminar	3 cr.
438	Introduction to Addictive Disorders	3 cr.

Term Credits = 6

Summer Term

510	Preparation for Counseling Practice *	3 cr.
516	Individual Appraisal for Counselors in Practice *	3 cr.

Term Credits = 6

YEAR THREE

Fall Term

537	M.A. Practicum & Practicum Seminar I *	2 cr.
679	Practice of Counseling with Multicultural & Marginalized Communities	3 cr.

Term Credits = 5

Spring Term

538	M.A. Practicum & Practicum Seminar II *	2 cr.
497	Research Methods	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Term Credits = 5

Summer Term

671	Structural & Systemic Bases of Health & Dysfunction	3 cr.
569	Lifestyle & Career Development	3 cr.

Term Credits = 6

Total Credit Hours = 61

* Course requires a residency component

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of practicum.
3. Satisfactory completion of a Community Engagement Capstone Project.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+."
5. Successful completion of the Master of Arts Clinical Qualifying Examination.
6. Full payment of all outstanding tuition and fees.
7. Faculty approval and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

The Community Engagement Project and Practicum

An integral part of all Masters degree 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 Engagement Project includes a capstone paper which 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.

The community engagement project and capstone provides students with the opportunity to complete a supervised experience at an approved site and will be required to accrue a minimum of 50 hours toward the completion of the approved project. Students will work directly with the Department of Training and Community Service to identify potential community partners and projects in the semester prior to the initiation of their placement. Projects may include activities such as community needs assessment, research and publishing, program development and evaluation, community outreach, and advocacy work. Students will be assigned a faculty advisor who will provide advisement and guidance regarding the completion of a capstone paper, due at the conclusion of the community engagement experience.

Students taking the counseling practicum 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. For more details, students should refer to the Practicum Handbook, which is available on Moodle.

M.A. in Counseling Psychology - Art Therapy (M.A.T.)

The Master of Arts in Counseling Psychology: Art Therapy program combines education and clinical training in the field of Art Therapy, core counseling education and training, the theories and practices of Adlerian psychotherapy. 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). After completion of this 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	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
433	Parent Education: Adlerian Theory and Interventions	2 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 Skills for Psychotherapy	3 cr.
480	M.A.T. Practicum I	1 cr.
481	M.A.T. Practicum II	1 cr.
497	Research Methods (section for art therapy students)	3 cr.
505	Professional Development, Issues and Ethics (section for art therapy students)	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.

Total Credit Hours: 61

* = Required before beginning art therapy practicum

Curriculum Sequence

YEAR ONE

Fall Term

200	Professional Development Seminar	1 cr.
344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
438	Introduction to Addictive Disorders	3 cr.
450	Lifespan Development in Art Therapy	3 cr.

Term Credits = 10

Spring Term

201	Professional Development Seminar	1 cr.
202	Community Service Practicum I	1 cr.
345	Assessment, Diagnosis and Treatment Planning in Art Therapy	3 cr.

346	The Use of Art in Group Therapy	3 cr.
350	Community Psychology	3 cr.
452	Theories and Methods of Art Therapy Intervention I: Families and Older Adults	3 cr.

Term Credits = 14

Summer Term

203	Community Service Practicum II	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
466	Studio Art Therapy	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
505	Professional Development, Issues and Ethics for Art Therapists	3 cr.

Term Credits = 13

YEAR TWO

Fall Term

451	Socio-Cultural and Multicultural Approaches in Art Therapy	3 cr.
453	Theories and Methods of Intervention in Art Therapy II	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 = 11

Spring Term

433	Parent Education: Adlerian Theory and Interventions	2 cr.
468	Art Therapy Practicum Seminar II	1 cr.
481	Art Therapy Practicum II	1 cr.
497	Research Methods (MAT Only)	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 second year 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 Department of Training and Community Service works in collaboration with a designated Art therapy faculty member and students in identifying clinical experiences, which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Moodle for detailed information.

See page 109 for details about the Doctoral Concentration in Art Therapy.

M.A. in Counseling Psychology Specialization in Rehabilitation Counseling (M.A.C.R.)

The Master of Arts in Counseling Psychology Specialization in Rehabilitation Counseling program is designed to provide students with a foundation in theories and methods of counseling psychology with practical, supervised training in counseling psychology techniques, in addition to specific training in the field of rehabilitation counseling. The program combines the best features of a traditional (M.A.) counseling psychology program with Adler School's emphasis on the education and training in socially responsible practice, systems change, and leadership in service to individuals with disabilities.

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. Upon completion of this program, students are prepared to take the Certified Rehabilitation Counselor (CRC) examination, a nationally recognized credential. This degree program exceeds the academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) in the State of Illinois. In addition, students who pass the CRC examination are eligible to apply for the LPC in Illinois with no additional examination requirement.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in the State of Illinois, students should be aware that 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 based on where they intend to practice upon graduation. Links to state credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org>. More information about the field of rehabilitation

counseling can be found at <http://www.arcaweb.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

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	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	3 cr.
	497	Research Methods	3 cr.
	500	Foundations of Rehabilitation Counseling	3 cr.
	501	Individual Appraisal and Assessment Methods in R.C.	3 cr.
	502	Medical and Psychosocial Aspects of Disability	3 cr.
	503	Vocational Rehabilitation & Job Placement	3 cr.
	504	Advocacy, Community Outreach and Case Mgmt in RC	3 cr.
*	505	Professional Development, Issues and Ethics	3 cr.
*	520	Theories of Psychotherapy	3 cr.
	MAR-556	M.A.C.R. Practicum/Internship Seminar I	1 cr.

MAR-557	M.A.C.R. Practicum/Internship I	1 cr.
MAR-558	M.A.C.R. Practicum/Internship Seminar II	1 cr.
MAR-559	M.A.C.R. Practicum/Internship II	1 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.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 65

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
641	Social Psychology and Individual Differences	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
623	Life Span Development	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 13

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
500	Foundations of Rehabilitation Counseling	3 cr.
502	Medical and Psychosocial Aspects of Disability	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.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
350	Community Psychology	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

337	Group Psychotherapy	3 cr.
504	Advocacy, Community Outreach & Case Management in RC	3 cr.
556	M.A.C.R. Practicum/Internship Seminar I	1 cr.
557	M.A.C.R. Practicum/Internship I	1 cr.
501	Individual Appraisal and Assessment Methods in Rehabilitation	3 cr.

Term Credits = 11

Spring Term

558	M.A.C.R. Practicum/Internship Seminar II	1 cr.
559	M.A.C.R. Practicum/Internship II	1 cr.
569	Lifestyle and Career Development	3 cr.
503	Vocational Rehabilitation and Job Placement	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.
662	Overview of Marriage and Family Models	3 cr.

Term Credits = 9

Total Credit Hours: 65

Graduation Requirements

1. Satisfactory completion of 65 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 Specialization in Rehabilitation Counseling.

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 (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 Department 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 Moodle, for detailed information.

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

The Master of Arts degree in Counseling and Organizational Psychology 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 talent management, team building, performance enhancement, executive coaching, organizational development and employee assistance programs.

This program is unique because it prepares graduates to sit for Illinois state level licensure as a master's level counselor. Graduates are 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 (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 either program will be required to enroll in a mixture of courses offered on weekdays, evenings, weekends, or in an online format.

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 strongly recommended 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.
433	Parent Education: Adlerian Theories and Interventions	2 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Skills for Psychotherapy	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	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	Masters Clinical Qualifying Examination	0 cr.
		Total Credit Hours = 63

* = Required before beginning counseling practicum

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.

Term Credits = 8

Summer Term

203	Community Service Practicum II	1 cr.
472	Basic Skills for Psychotherapy	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term Credits = 7

YEAR TWO

Fall Term

433	Parent Education: Adlerian Theory and Interventions	2 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 8

Spring Term

337	Group Psychotherapy	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
580	Organizational Theory and Change Management	3 cr.

Term Credits = 9

Summer Term

438	Introduction to Addictive Disorders	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 6

YEAR THREE

Fall Term

569	Lifestyle and Career Development	3 cr.
584	Organizational Consultation and Group Development	3 cr.
585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
587	Organizational Psychology Practicum I: Counseling	1 cr.

Term Credits = 8

Spring Term

589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
590	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.
588	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
586	Organizational Psychology Practicum III: Business	1 cr.
995	Master's Clinical Qualifying Exam	0 cr.

Term Credits = 5

Total Credit Hours = 63

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

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
571	Foundations in Counseling and Organizational Consulting	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.
505	Professional Development, Issues and Ethics	3 cr.
520	Theories of Psychotherapy	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.
438	Introduction to Addictive Disorders	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

433	Parent Education: Adlerian Theory and Interventions	2 cr.
569	Lifestyle and Career Development	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.
580	Organizational Theory and Change Management	3 cr.
585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
587	Organizational Psychology Practicum I: Counseling	1 cr.

Term Credits = 13

Spring Term

337	Group Psychotherapy	3 cr.
584	Organizational Consultation and Group Development	3 cr.
589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
590	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.
588	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
586	Organizational Psychology Practicum III: Business	1 cr.
995	Master's Clinical Qualifying Exam	0 cr.

Term Credits = 8

Total Credit Hours = 63

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 Masters Clinical Qualifying Examination (MAQE).
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 degree 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. The Department of Training and Community Service works in collaboration with students in identifying counseling experiences which meet the standards and requirements of the program. For more details, students should refer to the Practicum Handbook, which is available on Moodle.

Master of Arts in Gerontological Counseling (M.A.G.)

The United States is experiencing a demographic revolution, the impact of which is having profound effects on families, communities, and the older individual. Longer life spans have created a critical need to prepare students who can help older adults capitalize on their capabilities and reach their maximum human potential. The Master of Arts in Gerontological Counseling program is designed to provide students with a sound foundation of coursework and practical training with the emphasis on community outreach and advocacy. Students will be exposed to the impact of psychological, biological, and socio-cultural factors on the aging process in order to gain a holistic understanding of the needs and issues of older adults. Completion of the foundational coursework, specialized studies, and supervised training, ensures graduates are well prepared to create a leadership role in a variety of human services agencies and organizations with older adults who have a strong appreciation for the value of psychology in promoting their quality of life.

The Master's program prepares graduates to sit for Professional Counselor licensure in Illinois (LPC). After receiving this license, 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.

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. Equivalent coursework in other social sciences may also be considered.

As a final step in the application process, applicants who meet the admission standards will be invited for an individual interview with the Gerontology 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.
	337	Group Psychotherapy	3 cr.
*	350	Community Psychology	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	3 cr.
	497	Research Methods	3 cr.
*	505	Professional Development, Issues & Ethics	3 cr.
*	520	Theories of Psychotherapy	3 cr.
*	551	Introduction to Gerontological Psychology	3 cr.

	MAG -554	Practicum Seminar in Gerontological Counseling I	1 cr.
	MAG -555	Practicum Seminar in Gerontological Counseling II	1 cr.
	MAG -556	Practicum in Gerontological Counseling I	1 cr.
	MAG -557	Practicum in Gerontological Counseling II	1 cr.
*	560	Assessment Methods with Older Adults	3 cr.
	563	Counseling Techniques with Older Adults & Their Families	3 cr.
	564	Physical and Psychological Issues in Aging	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 & Family Therapy Models	3 cr.
	679	Counseling Multicultural & Marginalized	3 cr.
	995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 62

* = Required before beginning Gerontological Counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
350	Community Psychology	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
520	Theories of Psychotherapy	3 cr.
647	Biopsychosocial Bases of Health & Dysfunction for Counselors	3 cr.

Term Credits = 13

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.
623	Life Span Development	3 cr.
551	Introduction to Gerontological Psychology	3 cr.

Term Credits = 11

Summer Term

203	Community Service Practicum II	1 cr.
505	Professional Development, Issues & Ethics	3 cr.
560	Assessment Methods with Older Adults	3 cr.
641	Social Psychology & Individual Differences	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

337	Group Psychotherapy	3 cr.
MAG-554	Practicum Seminar in Gerontological Counseling I	1 cr.
MAG-556	Practicum in Gerontological Counseling I	1 cr.
563	Counseling Techniques with Older Adults and Their Families	3 cr.
569	Lifestyle & Career Development	3 cr.

Term Credits = 11

Spring Term

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
MAG-555	Practicum Seminar in Gerontological Counseling II	1 cr.
MAG-557	Practicum in Gerontological Counseling II	1 cr.
564	Physical and Psychological Issues in Aging	3 cr.
995	Masters Clinical Qualifying Examination	0 cr.

Term Credits = 11

Summer Term

662	Overview of Marriage and Family Therapy Models	3 cr.
679	Counseling Multicultural & Marginalized Communities	3 cr.

Term Credits = 6

Total Credit Hours = 62

Graduation Requirements

1. Satisfactory completion of 65 credit hours, including all required courses;
2. Satisfactory completion of a Community Service practicum and Capstone Project;
3. Satisfactory completion of 700 minimum clock hours of a Gerontological Counseling practicum;
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. Completion of application for graduation and full payment of any outstanding tuition or other fees;

7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Gerontological 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 (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 of clinical practica is required. Included in the 700 hours should be at least 200 hours of direct clinical service, of which one-third or more are with older adults and or with their families.

The Department 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 Moodle, 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	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	433	Parenting Education: Adlerian Theory and Interventions	2 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	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.

Total Credit Hours: 61

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

200	Professional Development Seminar I	1 cr.
472	Basic Skills in Psychotherapy	3 cr.
623	Life Span Development	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	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.

Term Credits = 11

Summer Term

203	Community Service Practicum II	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 = 10

YEAR TWO

Fall Term

433	Parenting Education: Adlerian Theory and Interventions	2 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

Spring Term

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 (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 Department 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 Moodle, for detailed information.

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 "CR".
 5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Police Psychology.

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 500 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.

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 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 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 Certificate

In addition to the specialized coursework in AODA counseling, students in the AODA 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 over a minimum of 9 months.

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

The 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.

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 clinical psychology with a particular focus on socially responsible practice. 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. 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 application deadline is February 15th. Successful applicants who submit all required materials by the deadline, 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.

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. is seven 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.

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 two of the three 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. 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 Handbook.

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. Students must register for and complete the Clinical Qualifying Examination- Assessment Competency during the spring term of their diagnostic practicum year.

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. The prerequisite to take this examination is the successfully completion of the assessment practicum and Doctoral Clinical Qualifying Examination-Assessment Competency. Students must register for and complete the Doctoral Clinical Qualifying Examination-Intervention Competency during the Spring semester of their therapy practicum year. 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 Qualifying Exams are capstone experiences that allows faculty to evaluate students' readiness for internship and ability to proceed in the program. In order to receive a grade of No Credit on these exams, students must demonstrate significant problems in several areas measured by these exams. Students who fail any of the Doctoral Qualifying Exams the first time will be referred to their advisors to address areas of deficit and resubmit a new exam. Students who fail a Doctoral Qualifying Exam for the second time will be referred to the Student Comprehensive Evaluation Committee.

Fees paid for examinations that are not taken by a student or failed by a student are not refunded. Students who must retake a Qualifying Examination must register again for the exam.

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, and values 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 enhance human 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. The following courses must be taken prior to or concurrently with Community Service Practicum I & II: Community Psychology (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and 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 1,500 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 work in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook for detailed information.

Internship

An important portion of the Psy.D. program is devoted to a 2,000 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 coursework and practicum requirements prior to beginning an internship. Additionally, the dissertation proposal must be approved before applying for 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, the Training Committee for reviews the student's readiness and makes a final decision. All students are required to participate in the APPIC Match process for internship placement.

The Internship Handbook provides more information regarding internship requirements.

Doctoral Dissertation

The Doctoral Dissertation is designed to contribute to a student's knowledge, skills, and values in scholarship and its importance to the practice of professional psychology. 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. A range of formats may be chosen by students completing the dissertation requirement. The topic and format of the dissertation must be one that satisfies the requirements of scholarship and rigor with the approval of the student's dissertation committee. More information on the format and requirements for the Doctoral Dissertation can be found on the Dissertation Handbook.

One of the most important phases in preparation of the dissertation is writing the dissertation proposal. Registration for Course 697, Doctoral Dissertation Proposal, 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) 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* 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 the Psy.D. 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	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	433	Parent Education: Adlerian Theory and Interventions	2 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	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 Systemic 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	0 cr.
	740	Doctoral Internship-Full Time	0 cr.
	741	Doctoral Internship-Full Time	0 cr.
	742	Doctoral Internship-Full Time	0 cr.
		OR	
	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.
		Basic Intervention Electives	9 cr.
		Advanced Assessment or Advanced Intervention Elective	3 cr.
		Advanced Diversity Elective	3 cr.
		General Electives or Advanced Electives	9 cr.

Total Credit Hours: 114

* = Required before beginning assessment practicum

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
- 663 Effective Marriage & Family Therapy

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

- 339 Biofeedback
- 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
- 806 Advanced Trauma – Focused Intervention
- 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 Identity in Clinical Practice
- 674 Gay, Lesbian, Bisexual, & Transgender Issues Across the Lifespan
- 677 Advanced Issues in Religion & Spirituality-Theory & Therapy
- 870 International Immersion and Cross Cultural Studies
- 871 International Consultation on Women's Issues
- 873 Special Topics in Diversity

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.
623	Life Span Development	3 cr.
627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.

Term Credits = 13

Spring Term

201	Professional Development Seminar II	1 cr.
202	Community Service Practicum I	1 cr.
350	Community Psychology	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
628	Assessment II: Personality Assessment	3 cr.
649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.

Term Credits = 14

Summer Term

203	Community Service Practicum II	1 cr.
472	Basic Skills for Psychotherapy	3 cr.
624	Integrative Assessment	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term Credits = 10

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

602	Doctoral Practicum Seminar II	1 cr.
612	Doctoral Practicum II	1 cr.
637	Statistics	3 cr.
990	Doctoral Clinical Qualifying Examination-Assessment	0 cr.
	Intervention Elective Choice	3 cr.

Term Credits = 8

Summer Term

433	Parenting Education: Adlerian Theory and Interventions	2 cr.
603	Doctoral Practicum Seminar III	1 cr.
613	Doctoral Practicum III	1 cr.
505	Professional Development, Issues and Ethics	3 cr.
	Intervention Elective Choice	3 cr.

Term Credits = 10**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 or Advanced 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 or Advanced 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 or Advanced 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 1,500 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.

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. 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 planning to add the Masters of Arts in Counseling Psychology are eligible to take the Licensed Professional Counselor Exam which would allow them to become licensed as Masters level clinicians in the state of Illinois. Other states may require more extensive training at the MA level for licensure. Students interested in M.A. level licensure in other states should consult requirements for those states.

Students must complete a form that requires the signature of the Concentration Coordinator or Masters of Arts in Counseling Program Director and their faculty advisor available from the Office of the Registrar in order to add a concentration or the Masters of Arts in Counseling Psychology 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 and 510 Preparation for Counseling Practice.
- Successfully complete the doctoral therapy practicum and Therapy Clinical Qualifying Exam.

The concentration areas available to doctoral students include the following:

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

The degree requirements for these concentrations are given below.

Concentration/Certificate in Advanced Adlerian Psychotherapy

Adler School doctoral students working toward the Psy.D. may pursue specialized training in Advanced Adlerian Psychotherapy concurrently with their doctoral work by fulfilling the requirements for this concentration. This concentration is designed to provide advanced specialized training in the principles, techniques and methodologies of Alfred Adler. This program was developed to allow qualified individuals 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.

Following the 11 standard Adlerian credits required for the doctorate degree, the concentration's advanced courses will enhance the student/clinician's skills in assessment and in advanced interventions.

The Concentration in Advanced Adlerian Psychotherapy 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.

Minimum Admission Requirements

Enrollment in current Adler School of Professional Psychology doctoral program.

Coursework requirements

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

*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
*	433	Parenting Education: Adlerian Theory and Interventions	2 cr.
*	514	Life Style Analysis and Diagnosis	3 cr.
**	517	Advanced Life Style Assessment	3 cr.
*	523	Adlerian Approaches to Individual and Family Therapy	3 cr.
**	524	Advanced Adlerian Interventions and Theory	3 cr.

*Required course for PsyD program.

**Meets requirement for Advanced Assessment/Intervention Elective for PsyD program

Advisement/training requirements:

Registration in at least 2 Practicum Seminars (601-609 or 502-503) with an Adlerian seminar leader.

Integration of Science and Practice Requirement:

Doctoral students seeking this concentration must have an Adlerian focus for their dissertation. However, this focus may include other areas of interest.

As a final requirement, students will conceptualize a clinical case and develop an intervention strategy utilizing an Adlerian theoretical framework. Students will then present their work to their peers in the seminar as well as at a Common Hour event.

Total credit hours: 21

Graduation Requirements

1. Satisfactory completion of 21 credit hours, including all required courses.
2. Satisfactory completion of practicum seminars with an Adlerian

seminar leader.

3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Successful completion of comprehensive case conceptualization.
5. Successful completion of a dissertation.

For further information contact Leigh Johnson-Migalski, PsyD, Advanced Adlerian Psychotherapy Concentration/Certificate Coordinator at 312-469-7213 or lmigalski@adler.edu.

Doctoral Concentration in Art Therapy

The Concentration in Art Therapy combines presentation of the theories and skills in art therapy with supervised practicum experience to provide students with training in the use of art as therapy. Students enrolled in the PsyD degree program at the Adler School may graduate with a concentration in Art Therapy. A 700 hour practicum in art therapy under supervision of a registered art therapist (for at least 70 hours) is required.

Graduates of this program need to complete 1000 hours of supervised clinical work in art therapy (direct client contact) in order to apply for registration as an art therapist (ATR) after graduation.

Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology or a related field from an accredited institution, or the equivalent academic preparation from an institution outside the US, and a student in the PsyD program, meet the prerequisites for the concentration in art therapy.
- A grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work.
- The concentration in art therapy requires each student to submit a portfolio of original art work at the admissions interview or upon applying to take a concentration in art therapy. 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 – studio art coursework that demonstrates proficiency and 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 Counseling Psychology: 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. The applicant needs to bring his/her completed art portfolio to this interview that is the last step in the application process.

Course Requirements

The following courses are required for the Concentration in Art Therapy. 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 & Theoretical Perspectives in Art Therapy	3 cr.
345	The Use of Art in Assessment, Diagnosis & Treatment Planning	3 cr.
346	The Use of Art in Group Therapy	3 cr.
450	Lifespan Development in Art Therapy	3 cr.
451	Socio-Cultural & Multicultural Approaches in Art Therapy	3 cr.
452	Theories & Methods of Intervention in Art Therapy I: Family and Older Adults	3 cr.
453	Theories & Methods of Intervention in Art Therapy II	3 cr.
466	Studio Art for 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

Completion 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.

For further information contact Nancy Slater, Ph.D., Master's in Counseling Psychology: Art Therapy Program Director at 312-201-1813 or nslater@adler.edu.

Doctoral Concentration in Child and Adolescent Psychology

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.

Course Requirements

The courses necessary for completion of the Child and Adolescent 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.

Total Credit Hours: 15

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

Other Requirements for the Concentration in Child and Adolescent Psychology

1. At least one practicum in a child/adolescent setting.
2. The assessment and therapy CQE's must address a child or adolescent client.
3. Students will also be required to write their dissertation in the area of child and adolescent psychology.

For further information contact Kristin Velasquez-Kenefick, PsyD, Child and Adolescent Concentration Coordinator at 312-201-8377 or kvkenefick@adler.edu.

Concentration/Certificate in Clinical Hypnosis

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

The Concentration/Certificate in Clinical Hypnosis program is designed to provide graduate students in psychology and practicing professionals with an opportunity to obtain structured, sequential, professional education and training in clinical hypnosis. Adler School's certificate program has been approved by the American Society of Clinical Hypnosis (ASCH). Students currently enrolled in the Psy.D. 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 concentration/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.

For further information contact Stephen Kahn, Ph.D., Clinical Hypnosis Concentration/Certificate Coordinator at 312-253-3025 or skahn@adler.edu.

Concentration/Certificate in Clinical Neuropsychology

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 Certificate 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 Certificate in Clinical Neuropsychology.

Minimum Admission Requirements—Current 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/Certificate 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 certificate 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.

Completion 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 or Certificate in Clinical Neuropsychology.

For further information contact Larry Maucieri, Ph.D., Clinical Neuropsychology Concentration/Certificate Coordinator at 312-201-3140 or lmaucieri@adler.edu.

Concentration/Certificate in Cognitive-Behavioral Therapy

The Concentration/Certificate in Cognitive-Behavioral Therapy is designed to provide students 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 degree programs may enroll in this concentration/certificate program. Students in the Adler Psy.D. program should register for 335 as one of their Basic Intervention electives and for course 702 as one of their Advanced Intervention electives. The remaining nine credits for the certificate can be applied to the nine credits of general electives in the Psy.D. program. Students in other degree programs wishing to enroll in the Cognitive Behavioral Concentration will need to take credits beyond those required for their degree programs.

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.

Course Requirements

The following courses are required for this concentration/certificate:

335	Cognitive-Behavioral Approaches to Intervention	3 cr.
702	Advanced Cognitive-Behavioral Approaches to	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 Certificate are required to complete one clinical/counseling practicum that includes supervision in cognitive-behavioral therapy. Psy.D. students are required to integrate cognitive behavioral therapy into their dissertation topic.

Completion 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 Cognitive-Behavioral Therapy.

For further information contact Neil Bockian, Ph.D., Cognitive-Behavioral Concentration/Certificate Coordinator at 312-201-3150 or nbockian@adler.edu.

Doctoral Concentration in Marriage and Family Therapy

Adler School doctoral students 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 (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 courses:

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	3 cr.

	Therapy	
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 Department 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 Moodle and the database of MFT practicum sites available from the Training Department.

Completion 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. 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.

For further information contact Thomas Todd, Ph.D., Marriage and Family Program Director at 312-261-4078 or tct@adler.edu.

Doctoral Concentration in Organizational Development

Adler School doctoral students working toward the Psy.D. 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

The concentration in Organizational Development requires the following courses:

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.

Total Credit Hours: 15

Other Requirements for the Concentration in Organizational Development:

1. 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.
2. 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.

3. 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.

Completion 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.

For further information contact Peter Liu, Ph.D., Master's in Counseling and Organizational Psychology Program Director at 312-201-1852 or pliu@adler.edu.

Doctoral Concentration in Primary Care 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.

Course Requirements

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. |

Course Descriptions

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

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

020 Basic Professional Writing 0 Credits
This course is designed to evaluate students' baseline writing skills and organizational ability, to support and develop writing strengths, and to provide the student with tools to increase the clarity and professionalism of his or her writing.

021 Intermediate Professional Writing 0 Credits
This intermediate level course goes beyond basic skills in assessing students' writing abilities, and helps students develop better understanding of and greater facility with the use of conceptual elements and structures that comprise effective writing in a variety of professional applications.

030 Advanced General Psychology 0 Credits
This non-credit graduate course reviews major psychological theories and research. Subject matter presented in this course is prerequisite for admission into all degree and certificate programs. Students may use this course to fulfill the undergraduate requirement.

040 Advanced Abnormal Psychology 0 Credits
This non-credit graduate course covers the development, symptoms, and patterns of maladaptive behavior. Topics covered include the onset and progression of developmental and psychological disorders. Students are introduced to current DSM categorization and classification of psychological phenomena. Students may use this course to fulfill the undergraduate requirement.

- 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 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, Stanislaw 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 in treatment, adapting treatment for clients with disabilities, and issues related to child abuse will also be covered.

339 Biofeedback 3 Credits
Prerequisites: 472, 520 (Applies to M.A. students only). This class presents the theory and application of applied psychophysiology (biofeedback) as it is practiced today within mind/body medicine. A review of the components of the autonomic and central nervous system underlying common used psychophysiological measures (EEG, EMG, HR, etc.) will be presented. The class will examine common applications of biofeedback and the evidence of its efficacy to specific disorders. The class will examine common psychophysiological assessment procedures, personality testing, and interview techniques employed in deciding upon the proper treatment methods for each client. The historical, cultural, philosophical, and spiritual contexts of biofeedback practice will also be examined to discuss important diversity related considerations in treatment planning.

344 Historical and Theoretical Perspectives of Art Therapy 3 Credits
This course introduces the history, philosophy, theory, and practice of art therapy within counseling psychology. The fundamental elements of art therapy established in the U.S. and internationally are addressed with attention to the influences of diverse cultural values, beliefs and practices. Learning in this course will be attained through experiential exercises, lectures as well as written and oral assignments.

345 Assessment, Diagnosis, and Treatment Planning in Art Therapy 3 Credits
This course introduces purpose (functions), issues, and process of clinical art therapy assessment, diagnosis and treatment planning. History, information and skills of art therapy assessments, psychological diagnosis and treatment planning are presented. The main categories of art therapy assessment, the tools of report preparation and treatment planning are addressed with attention to the influences of diverse cultural values, beliefs and practices. Experiential art activities, lectures, and regular written assignment offer the primary means of learning for this course.

346 Use of Art in Group Therapy

3 Credits

This course offers models, approaches and skills in group art therapy with culturally diverse groups and clinical populations. Through readings, presentations, art making activities, and class discussions students gain understanding and experience to facilitate individual expression and change in group art therapy.

350 Community Psychology

3 Credits

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues which impact on the health of individuals and communities. Community Psychology takes an ecological approach to human functioning locating health and dysfunction in the interaction between individuals and larger social systems. This area of psychology is also concerned with preventive interventions and encourages collaboration across disciplines. Intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism/advocacy, fundraising, and policy analysis will be emphasized.

402 Introduction to Adlerian Psychology and Psychopathology 3 Credits

This course covers the theoretical principles of Individual Psychology with an emphasis on the self-creation of one's unique style of life. Focus is on the context of the individual's original family constellation and socio-economic setting. It further emphasizes the contextual setting of pathological development of the style of life within families and society. The course addresses cognitive, affective, socio-cultural dimensions in the individual's development and self-training; the selectivity of perception in the formation of one's world view; the purposive nature of behavior; creativity, self-determination, and the indivisibility of the person. It also covers the maladaptive manifestation of these aspects as the psychodynamics of psychopathology. Attention is paid to the recursive influence between society and the individual on both adaptive and maladaptive levels.

431 Child Guidance and Parenting

1 Credit

Vancouver Campus Only. This course provides an opportunity to develop knowledge and skills in child guidance and parenting based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are prepared to facilitate a parenting group. Upon completion of the class, students are required to lead or co-lead a supervised 8-hour parenting. This requirement must be completed within one year of taking this course.

432 Child Guidance and Parenting Group Supervision 1 Credit
Prerequisite: 431; Vancouver Campus Only. Must be engaged in parenting group leadership. Students engaged in leading parenting groups are required to register for supervision.

433 Parent Education: Adlerian Theories and Interventions 2 Credits
Prerequisite: 402 (May not be taken concurrently) This course provides an opportunity to develop child guidance and parenting knowledge and skills based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group. Students will receive supervision from Adlerian faculty as they lead or co-lead a parenting group in the community. This course demarcates Adler's and Dreikurs' place in history with parenting and child guidance. Adlerian-based parenting programs are recognized as evidence-based programs. This course should not be taken in the first year of any program.

436 Bio-Psycho-Social-Spiritual Aspects of Addictions 3 Credits
Prerequisite: 438. Major theories of etiology, social dynamics, and psychology of alcohol and other drug disorders are presented within the context of human development. Clinical research is reviewed which enhances a further understanding of the basic physiological, psychological, social and spiritual aspects. Impact on the individual, family, community, and organizations/ systems is presented. Considerations for how these disorders apply to special populations such as people of color, GLBT persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, children 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 in Substance Abuse Counseling I-II 1 Credit per term

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 in Art Therapy 3 Credits

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 in Art Therapy I: Families and Older Adults 3 Credits

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 in Art Therapy II 3 Credits
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 Skills for Psychotherapy 3 Credits
This course teaches beginning students basic relationship and intervention skills, using role plays and other experiential activities to prepare for clinical work on practicum. The course covers intake interviewing, the mental status exam, treatment planning and client feedback. Students will be introduced to the DSM IV multi-axial diagnosis, using anxiety and depression as examples, to understand diagnostic criteria and the relationship between diagnosis and treatment planning. Interventions are seen in the context of case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and multicultural issues. While the skills taught are not model-specific, students will be exposed to the elements of one theoretical model to show the relationship between the model and data-gathering, hypothesizing, treatment planning, and revision. This course includes a 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 Counseling 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 various approaches to research design, methodology and statistics. Doctoral Students are expected to conduct an extensive review of psychological literature and research from the field and prepare a major research paper in an area of special interest. Students in the doctoral program find this course helpful in preparing for the dissertation. Emphasis is placed on the use of the American Psychological Association standards for the preparation of manuscripts. Ethical and diversity concerns in research are addressed.

499 Independent Study 1-3 Credits
Prerequisite: Permission of the Program Director. Students in degree programs are provided an opportunity to pursue advanced study in special areas that Adler School does not normally provide. This is a self-directed study under faculty supervision in any theoretical or clinical aspect related to the curriculum.

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

MAR-500 Foundations of Rehabilitation Counseling 3 Credits
This foundation course is designed to introduce and orient students to the profession of rehabilitation counseling. Students will learn about the history and development of rehabilitation counseling and the current issues relevant to the profession of rehabilitation counseling. Historical and contemporary perspectives on disability will be described to elucidate societal attitudes toward disability and the impact of these on people with disabilities. Students will also acquire a working knowledge of federal laws that dictate the delivery of rehabilitation services; the various service roles performed by the rehabilitation counselor; the settings in which rehabilitation counselors perform services; and best practices in various areas of rehabilitation counseling.

501 M.A. Thesis 3 Credits
(Vancouver campus only)
Prerequisites: Courses 495 and 496. The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member of a topic of empirical study relevant to the theory and practice of counseling psychology. The thesis is an important capstone task (a culmination or highest point) for student's demonstration of the integration of science and practice and the critical thinking skills required for the ethical and professional practice of counseling psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler School guidelines, Canadian Psychological Association, and American Psychological Association standards.

MAR-501 Individual Appraisal & Assessment Methods in Rehabilitation Counseling 3 Credits

Prerequisite: MAR500 This review class provides an overview of the role of assessment in rehabilitation counseling, including the diagnostic interview and various assessment tools and methods used to evaluate individuals with disabilities and develop recommendations and interventions based on the findings. Included in this review are basic psychometric principles pertinent to test design and use; types of assessment methods and instruments typically used in rehabilitation; understanding of the process of administering, scoring and interpreting results; communicating results and recommendations; using assessment for treatment planning; the role and function of vocational assessment; and the impact of individual and cultural diversity on assessment.

502-503 M.A. Practicum Seminar I-II 1 Credit per term
(Chicago 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.

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.

MAR-502 Medical & Psychosocial Aspects of Disability 3 Credits

Prerequisite: MAR500 This is a survey course on the physical, psychological, social and spiritual aspects of disability. The focus of the course is emphasizing the importance of a holistic understanding of individuals with disabilities and the often complex interplay of various factors as they impact on the well-being of those with disabilities. An overview of a range of disabling conditions is provided including etiology, pathology, diagnosis, prevalence and prognosis. The implications for the functioning in various spheres of these conditions will be reviewed as well as common rehabilitation interventions employed with individuals with these conditions.

MAR-503 Vocational Rehabilitation & Job Placement 3 Credits
Prerequisite: MAR502, 569 This course focuses on the critical interface of work and disability. It begins with providing a comprehensive framework from which to understand the world of work as it relates to other critical spheres of life. The psychosocial and economic aspects of work and the impact of disability on employment are reviewed as well as career theory. Theories and techniques for successful integration of rehabilitation clients in the labor market are covered including topics such as job development, job restructuring and modification, labor market analysis, and use of specialized placement techniques. Attention is also given to the role of the rehabilitation counselor in advocating for changes in policies and practices related to attitudinal and environmental barriers to employment.

MAR-504 Advocacy, Community Outreach, & Case Management in Rehabilitation Counseling 3 Credits
Prerequisite: MAR500 This is the foundational course in the role of the rehabilitation counselor as a socially responsible practitioner. The course begins with a review of various case management procedures typically performed by rehabilitation counselors such as disability documentation and eligibility determination; employment documentation; and interfacing with the medical system, community agencies and governmental agencies. In addition to preparing students to function in these traditional roles, the course also provides students with knowledge and skills that will enable them to work collaboratively with disabled individuals, communities and other professionals to advocate for services and resources for those with disabilities. Included will be a discussion of the process of policy analysis, development and implementation and the potential roles that rehabilitation counselors can play in influencing this process. Techniques for empowering individual with disabilities and their families as well as community organizations for advocating for disability rights as well as other forms of social action are covered.

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.

MAR-505 Foundations of Psychiatric Rehabilitation 3 Credits
Prerequisites: MAR500, 647 This course provides students with an introduction to the field of psychiatric rehabilitation. Course topics are organized around the core principles of psychiatric rehabilitation as well as the theories and research that support those core principles. The history, philosophy and values of psychiatric rehabilitation are reviewed. Psychiatric rehabilitation is compared and contrasted with other treatment models for severe mental illness, including psychopharmacology. Recent developments in psychiatric rehabilitation, including evidence-based practices, are surveyed. The relation of psychiatric rehabilitation to community mental health, disability studies, the field of rehabilitation and mental health advocacy will also be covered.

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 Life Style Assessment 3 Credits
Prerequisites: 402, 472, 514
This course focuses on the application of the life style. We will be addressing such topics as life style matching in dyads and most prominently in marital counseling, in vocational counseling, and in predicting the patient-therapist relationship, including such issues as resistance and transference.
- 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.
- 524 Advanced Adlerian Interventions and Theory 3 Credits
Prerequisites: 402, 431, 432, 514, and 523. This class will teach Adlerian theory and interventions within play therapy, group therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in depth investigation and understand of complex emotions and ideas such as guilt, shame, grief, and Gemeinschaftsgefühl from an Adlerian point of view. Students will explore interventions with these populations (i.e. children, adolescents, young adults, and the elderly) and macro interventions possible as socially responsible clinicians.

551 Introduction to Gerontological Psychology 3 Credits

This course introduces students to the field of Gerontological Psychology and the impact of biological, psychological, and socio-cultural factors on the aging process. The course includes discussions on viewing older adults in a holistic perspective and the role of families and health care professionals in the care and treatment of older adults. An overview of psychological and medical issues of aging, assessment and intervention methods, and special issues in working with older adults is provided. Topics include: ageism, individual and cultural diversity, social roles, biological aging theories, living options, and health care decision making.

MAG-554-555 Practicum in Gerontological Counseling I – II 1 credit per term

Prerequisites: Concurrent with Gerontological Counseling Practica Seminar (557 & 558) Completion of a minimum of 34 credit hours of course work, including 200-203, 350, 402, 472, 505, 520, 551, 560, 623, 641, and 647; 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 Gerontological Counseling program is required to complete at least 700 hours of supervised clinical experience.

MAG-556-557 Practicum Seminar in Gerontological Counseling I - II 1 credit per term

Prerequisites: Concurrent with Gerontological Counseling Practica (554 & 555). 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 with older adults.

560 Assessment Methods with Older Adults 3 Credits

Prerequisite: 551. This course provides the skills to ascertain the biological, cognitive, affective, and environmental aspects of aging through standardized and informal measuring tools. The results of these measurements are used to compile written summaries which include current level of functioning, the strengths and concerns of the individual, and treatment planning. Tools include: mental status exams, instrumental activities of daily living, capacity and competency, depression, social, risk and safety assessments.

563 Counseling Techniques with Older Adults & Their Families 3 Credits

Prerequisites: 551. This course develops skills in interviewing, individual, family, and group counseling, and intervention techniques for older adults experiencing emotional problems or mental disorders. This course also explores

innovative approaches in promoting positive emotional and cognitive well-being. Topics include: structured reminiscence, grieving, brain fitness, quality of life, ethics, and end of life issues.

564 Physical and Psychological Issues in Aging 3 Credits

This course provides an overview of the major physical and behavioral mental health issues of older adults, including causes, treatment options, and prevention. An interdisciplinary approach guides the course in which the contributions of a range of health care professionals in the care of older adults are described. The impact of psychological and physical issues on the older adult, families, and society is included. Topics include: normative changes and psychopathology, pharmacokinetics, polypharmacy interactions, nutrition, and sexuality.

569 Life Style and Career Development 3 Credits

Prerequisite: 472. This course will examine a person's career trajectory and dynamics within the context of the life style. Students will learn to assess career interests, aptitudes, and options. These will be explored as individual and collective sources of work information. Understanding how these are embedded within the life style will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.

571 Foundations in Counseling and Organizational Consulting 3 Credits

This course introduces students to the field of consulting psychology. Attention is paid to clinical applications and corporate practices as well as the integration of the two. Societies, organizations, and professional groups are explored as sources for professional exposure and development.

574 Principles of Industrial/Organizational Psychology 3 Credits

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

575 Executive Coaching/Consulting and Leadership Development 3 Credits

This course addresses the principles of identifying and developing leadership potential. Both the professional and technical aspects of personality assessment and career development are examined as well as organizational issues of competency modeling succession planning.

580 Organizational Theory and Change Management 3 Credits

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

584 Organizational Consultation and Group Development 3 Credits

Prerequisite: 580. The major features explored in this course include the intertwining of individual roles and group dynamics; the impact of culture, strategy and design in consultation efforts and methods used in consulting to organizations. Theories, applied analyses, and skill development emphasize the successful introduction of organizational change affecting work units, task groups and individuals. Also practice areas of private clinical practice will be explored. This includes EAP, HMO, fee for service and management consulting.

585 & 589 M.A. Practicum Seminar in Organizational Psychology I & II: Counseling 1 Credit per term

Prerequisite: Concurrent with 592 and 594. 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.

586 M.A. Practicum Seminar in Organizational Psychology: Business 1 Credit

Concurrent with 588. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of organizational psychology and related business concepts. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling, consultation and business practices.

587 & 590 Organizational Psychology Practicum I & II: Counseling 1 Credit per term

Prerequisites: Completion of a minimum of 25 credit hours of coursework including 200-203, 402, 472, 505, 520, 623, 641, and 647; permission of the Director of Training and Community Service; and concurrent with 585 and 589. Students must complete a minimum of 700 clock hours of supervised experience in an approved clinical setting. This may not be transferred or waived.

588 Organizational Psychology Practicum: Business 1 Credit
Prerequisites: 585, 587, 589, and 590; permission of the Director of Clinical Training; and concurrent with 586. Students must complete a minimum of 300 clock hours of experience in an approved work setting.

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). Using a peer consultation model, Advanced 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 Advanced practicum are discussed to illustrate general principles of therapy, assessment, intervention and relevant and appropriate recommendations for the client. The focus is on the continued 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.

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 750 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 750 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 and 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.

637 Statistics 3 Credits

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

641 Social Psychology and Individual Diversity 3 Credits

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

644 Child and Adolescent Health and Dysfunction 3 Credits

Prerequisites: 623, 683. The purpose of this course is to provide an understanding of the major psychological disorders of childhood and adolescence. The focus is on the interaction of biogenic, familial, environmental, and socio-cultural factors. The importance of individual differences and responsibility in utilizing DSM-IV diagnostic labels is stressed.

647 Biopsychosocial Bases of Health and Dysfunction for Counselors 3 Credits

This class is an overview of the major DSM-IV-TR Axis I and Axis II disorders, specifically the anxiety, mood, psychotic and personality disorders. The course focuses on the range of mental illnesses from adjustment reactions to serious psychopathologies. Topics will also include an overview of the etiology, developmental course, treatment, and policy/advocacy issues associated with each disorder, focusing on socially responsible practice.

648 Biopsychosocial Bases of Health and Dysfunction I 3 Credits
This course examines clinical manifestations of anxiety and personality disorders across the life cycle using a systems approach. Topics covered include phobias, trauma, personality disorders, psychosexual disorders, etiology, and treatment as well as personality traits in healthy development. Advocacy and policy issues regarding mental health and illness are also presented.

649 Biopsychosocial Bases of Health and Dysfunction II 3 Credits
This course presents clinical manifestations of serious mentally illness, including psychotic disorders such as schizophrenia and mood disorders such as major depression and bipolar disorders. Topics include etiology, epidemiology, behavioral genetics, developmental courses and outcomes, treatment, psychopharmacology, policy and advocacy issues.

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

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

652 Life Cycle and Cultural Issues in Marriage and Family Therapy 3 Credits
Prerequisites: 651 or 663. This course takes an in-depth look at the family life cycle, an important conceptual framework for family assessment and therapy. Beginning with intact, middle-class white American families, the course will explore differences related to class, family structure, trauma, and particularly ethnicity. While the course does not focus on therapy, implications for treatment will be explored.

655 Advanced Couples Counseling 3 Credits
Prerequisites: 651 or 663. This is an advanced course on marital and family systems with a particular focus on marital and other committed couple systems. Emphasis is on research-based understanding of couple systems and the implications for relationship stability and for prevention and clinical intervention. New techniques for handling client resistance and for minimizing relapse will also be presented.

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

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 Family I-III 1 Credit per term

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 Systemic Bases of Health and Dysfunction 3 Credits
Prerequisites: 350, 641. The objective of this course is to first provide a review of theoretical and empirical literature within psychology and from other disciplines that has critiqued psychology's focus on individual factors to the neglect of the impact of broader contextual factors. It will then offer alternative perspectives utilizing literature on the role of structural and systemic variables on 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 influencing human well-being; (2) help students think about how to integrate structural analysis and understandings into their clinical work; and (3) develop ideas about how to be a socially responsible practitioner.

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. Application of culturally appropriate treatment approaches will also be addressed.

673 Gender and Sexual Identity in Clinical Practice 3 Credits
Prerequisite: 641. This course examines the role of gender and sexual identity with respect to attitudes and beliefs, health, lifestyle choices, and interpersonal behavior. Biological, social, psychological, cognitive, cultural, and historical influences on female, male and transgender identity will be explored. Specific topics to be covered will include the impact of power and privilege differentials, social structures, stereotyping, gender role definitions, interpersonal violence,

career and workplace issues, relationships and family structure, sexuality and reproduction, body image, health, and aging. In addition, the course will explore the impact of clients' and clinicians' gender identity on the therapeutic process, including issues of bias, communication styles, compliance, resistance, negotiation, and empowerment. This advanced diversity and intervention course will emphasize an applied approach, incorporating clinical role-plays and experiential exercises.

674 Gay, Lesbian, Bisexual, and Transgender Issues across the Lifespan 3 Credits

Prerequisites: 641 and 623. This course focuses on GLBT persons across the lifespan and examines the evolution of the GLBT movement from multiple dimensions. This course includes 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 on Health and Dysfunction 3 Credits

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

677 Issues in Religion and Spirituality – Theory and Therapy 3 Credits

Prerequisite: 641. This course is designed to increase the sensitivity and competence of clinicians to the spiritual concerns of clients. This sensitivity includes familiarity with the research on spirituality and health; basic knowledge of diverse religious/spiritual paths; awareness of the potential benefits, harm, resources and issues of spirituality for clients as well as an understanding of the clinician's spiritual perspective. This course also strives to build competence through the development of skills to integrate spirituality with clients including spiritual assessment, case conceptualization, theory of change, treatment planning and intervention.

679 Counseling Multicultural and Marginalized Communities 3 Credits
Prerequisite: 641. This course seeks to critically examine practice issues associated with multicultural mental health counseling practice. The course is based on a commitment to social justice and social responsibility and respect for cultures and peoples and their individual strengths. This course will assist students in mastering the diverse perspectives, knowledge, competencies and skills needed for empowerment and collaborative mental health practice with under- and poorly served individuals and communities. The course also seeks to stimulate critical and analytical skills with respect to prevailing and alternative paradigms of mental health, as well as sharpen students' professional values and ethics and their applications in multiethnic practice.

683 Advanced Child and Adolescent Assessment 3 Credits
Prerequisites: 623, 627, and 628. This course presents a structured approach to the psychological assessment of children and adolescents, including advanced issues in interviewing children and adolescents, conducting mental status examinations with young clients, and evaluating cognitive, social, and emotional functioning in children and adolescents. Standard measures of intelligence and achievement will be included, as will behavior rating scales, self-report, and performance-based measures. Special topics include the assessment of learning disabilities, ADHD, pediatric mood disorders, behavior disorders and psychosis.

684 Systemic Interventions with Children and Adolescents 3 Credits
Prerequisites: 623 and 644. This course will focus on systemic interventions in addressing the needs of traumatized and disadvantaged children. Areas of emphasis will include trauma and children, behavioral and learning problems associated with conditions of disadvantage and traumatizing environments, diversity issues, advocacy, negotiating social service, and educational systems that deal with children.

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 manner in which social change happens in society. It considers the formation of social problems as well as the development of public policy within the contexts of public administration, community organizing and activism. It identifies methods for understanding the political process as a system and looks at research and evaluation techniques and their importance in addressing complex policy issues. It examines ways psychologists, other healthcare workers, 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,
Administration, and Leadership 3 Credits

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

695 Doctoral Dissertation Proposal-Continued 0 Credits

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

696 Doctoral Dissertation Preparation Seminar 0 Credits
Prerequisites: 497, 637. The non-credit course is designed to assist students in the early stages of developing a dissertation topic. The focus is on selection and development of a topic, selection of a committee and different stages of the dissertation process.

697 Doctoral Dissertation Proposal 0 Credits
Prerequisites: 497, 637, and 696. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete and successfully orally defend a proposal to the satisfaction of their dissertation committee. Approval of the dissertation proposal is also a requirement for all students prior to applying for internship. Students who do not complete this requirement during the first term of registration are required to register for 695 each term thereafter until completed. Failure to successfully complete the dissertation proposal after three terms will result in referral to the Student Comprehensive Evaluation Committee.

701 Advanced Psychodynamic Approaches to Intervention 3 Credits
Prerequisite: 334. This advanced interactive course aims to consider in depth select schools of psychoanalytic/dynamic thought and their respective theories of development and pathology, and, most notably, their perspective on clinical practice. Object relations, self-psychology, and contemporary structural-relational perspectives will receive special emphasis. Theoretical perspectives that incorporate racial-ethnic, sexual, gender, and other aspects of diversity will be incorporated into the discourse.

702 Advanced Cognitive-Behavioral Approaches to Intervention 3 Credits
Prerequisite: 335. This course focuses on advanced models, such as schema therapy and dialectical behavior therapy. It covers treatment of more severe problems such personality disorders, psychotic disorders, and autism.

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

704 Advanced Child and Adolescent Psychotherapy 3 Credits

Prerequisites: 623, 338. This course covers advanced intervention strategies and emerging developments in the treatment of children and adolescents. Approaches to selected clinical problems and special populations are included, as well as work with diverse child and adolescent populations and evidence-based practices. Course focuses on advanced therapeutic methods such as play therapy and nonverbal strategies, group work with children and adolescents and integrative approaches. Emphasis is on integration of science and practice and the development of applied skills and preparation for effective clinical work with child and adolescent populations.

705 Eye Movement Desensitization and Reintegration 3 Credits

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

706 Trauma Focused Approaches to Intervention 3 Credits

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

707 Advanced Group Psychotherapy 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: 710. 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: 710 and 711. 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: 710 and 711. 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 multiple traumatic experiences. Included is education on various types of trauma and the potential effect of the traumatic experience on the whole person. The frequent co-morbidity observed in trauma clients will be looked at in detail. The course includes an emphasis on assisting clients with skills of pacing and containment as they learn to reintegrate feelings. Also includes techniques to aid in the safe expression of intense effect through expressive art techniques.

806 Advanced Trauma Focused Interventions 3 Credits
Prerequisite: 706. This course covers advanced issues concerning the diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD) and common comorbid conditions. The emphasis of the course will be on development and application of skills in conducting research-supported therapy and assessment for Type I ("single-event") and Type II ("complex") trauma, Dissociative Identity Disorder, and trauma-associated somatic symptoms. Major treatment approaches to be covered will include phase-oriented integrated treatment and relational models; Skills Training in Affective and Interpersonal Regulation (STAIR); cognitive-behavioral therapy (CBT), Stress-Inoculation Therapy (SIT), and Cognitive Processing Therapy (CPT); Eye-Movement Desensitization and Reprocessing (EMDR), Dialectical-Behavioral Therapy (DBT), Imagery Rehearsal Therapy (IRT), and Clinical Hypnosis. The course will also address specific treatment considerations for returning military personnel as well as ethical issues relevant to clinical work with trauma survivors. The management of countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization in the clinician will be emphasized throughout the course.

814 Psychology and Consumer Culture 3 Credits
This elective course is intended to be an examination of the historical roots and contemporary consequences of materialistic culture on the psychological well-being of human beings and society-at-large. The course will examine the roots of consumer culture in historical, political and economic factors and the many ways in which consumer culture impact our lives. Topics include the impact of materialistic values on well being, the impact of commercialism on children, the relationship between consumerism and psychological dysfunctions, the role of globalization, and ways in which psychology can challenge the impact of consumerism and help to effect social changes that diminish the adverse impact of materialism.

815 Mental Health Disaster Response Counseling 2 Credits

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

822 Death, Dying, Bereavement, and Loss-Focused 3 Credits
 Approaches to Intervention

This course covers the psychological theories, cultural responses, individual and family system reactions, and treatment relevant to individuals facing death, dying, life-threatening illness, bereavement, other losses, and long-term care giving. Students will learn about the range of events associated with these experiences across the lifespan, the major risk factors for emotional, cognitive, behavioral, social, and spiritual dysfunction, cultural factors that exacerbate or ameliorate dysfunction, and research-supported approaches to treatment. The awareness and effective management of the clinician's emotional and countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization will be emphasized.

837 Multivariate Data Analysis 3 Credits

Prerequisites: 497 and 637. This course further develops core skills in statistics by helping students learn the theoretical bases and clinically-relevant applications of additional data analysis methods. Specific topics include inferential models commonly used in behavioral research, such as data organization and cleaning, multiple linear regression, analysis of covariance (ANCOVA), multivariate analysis of variance models (MANOVA), discriminant function analysis, logistic regression and factor analysis. Particular attention is given to the application of research methodology to psychological problems and issues of policy analysis and formulation.

870 International Immersion and Cross-Cultural Studies 3 Credits

Prerequisite: 641. This course will provide doctoral students with a cultural immersion experience outside of the United States. Students will be engaged in a non-clinical service learning program for a limited period of time. The course will teach students to examine and critically think about the impact of systemic and structural barriers on health and well being issues abroad. This will enhance students' professional values and their preparation for multicultural clinical practice.

871 International Consultation on Women's Issues 3 Credits

Prerequisites: 350 and 641. This course will examine the social, medical, economic and psychological oppression of women from a global perspective. Students will work in small groups on selected topics to identify strategies empowering interventions for women. They will collaborate with multidisciplinary teams to develop preventive and intervention programs that will result in models for demonstration projects. The course will focus on integrating applied research and multicultural intervention strategies that integrate multidisciplinary perspectives and systemic conceptualizations of women's health.

873 Special Topics in Diversity

Prerequisites: 497 and 641. This course will provide students with an opportunity to study and participate in an applied research project on a specific topic in diversity. Multicultural perspectives will be considered and innovative approaches to addressing mental health issues and social problems will be covered in the readings, discussions and consultation with faculty and additional experts in the areas of interest.

901-903 Doctoral Dissertation I-III 0 Credits

Prerequisite: 696, 697 and 905. Successful completion of the Doctoral Clinical Qualifying Examination. The Doctoral Dissertation provides an opportunity for students to engage in scholarship on an issue or problem that is psychological in content and professionally relevant. 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.

required to submit testing protocols from a battery of psychological instruments given to a client; a detailed psychological testing report; executive summaries; a paper integrating psychological research with an issue presented by the case; and a paper discussing an issue pertinent to socially responsible practice posed by the case. Following review by a faculty member, a student meets with the faculty member for an oral portion of the examination.

991 Doctoral Clinical Qualifying Examination — Intervention Competency 0 Credits

Prerequisite: Successful completion of 990, enrollment in 604/614. This is a clinical competency examination focusing particularly on knowledge and skills in intervention required for entry level practice as well as the ability to integrate science and practice and provide service in a socially responsible manner. Students are required to submit a video or audiotape of a therapy session with a client; a detailed case conceptualization of the client; a self-critique on their performance in the session being presented; an Adlerian formulation of the case; and a paper integrating psychological research with an issue presented by the case. Following review by a faculty member, the student meets with the faculty member for the oral portion of the examination.

992 M.A. Thesis Continuation (Vancouver Campus Only) 0 Credits

M.A. students, who are continuing to work on their thesis and have already registered for and completed the M.A. Thesis course, must register each term for this course and pay the required fee to remain in good standing. Students 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.

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 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

Dr. Baker earned his B.A. in Economics at Michigan State University and his M.A. in Counseling Psychology and Psy.D. in Clinical Psychology at the Adler School of Professional Psychology. He is a Licensed Clinical Psychologist. Dr. Baker teaches courses in psychophysiology, cognitive psychology, and clinical skills seminars. His additional interests include gerontology, forensics and correctional psychology, neuropsychology, clinical hypnosis, and psychotherapy with children, adolescents and adults.

Christine Bard, Ph.D., Core Faculty and Program Director of the Rehabilitation Counseling Program

Dr. Bard joined the Adler School Faculty in January 2009. She earned a B.A. in Psychology at Michigan State University, an M.Ed. in Counseling Psychology at Rutgers University, and a Ph.D. in Counseling Psychology at Penn State University. She has worked in several university counseling centers and provided rehabilitation counseling to individuals with disabilities; most recently, as Director of Vocational Rehabilitation at the Rehabilitation Institute of Chicago. Dr. Bard was a faculty member in the Institute of Psychology at the Illinois Institute of Technology for several years. She has given numerous professional presentations on topics related to rehabilitation counseling. She is committed to improving social inclusion for individuals with disabilities. She is a licensed clinical professional counselor (LCPC) and a certified rehabilitation counselor (CRC). Her research interests include self-efficacy and career development, traumatic brain injury, employment strategies for individuals with disabilities, and culturally sensitive counseling in rehabilitation.

Dan Barnes, Ph.D., Director, Adler Community Health Services' (ACHS) Clinical Training Programs, Dreikurs Psychological Services Center (PSC) and Core Faculty

As Director of ACHS Clinical Training Programs Dr. Barnes oversees the PSC's training programs, and the Adler Prison Internship Program at the Illinois Youth Center in St. Charles, Illinois. The PSC's training programs include the American

Psychological Association-approved Pre-doctoral Internship in Professional Psychology, a psychotherapy practicum/externship, a diagnostic/assessment practicum/externship, and a Post-Doctoral Residency. 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. In addition to teaching and supervising in the ACHS training programs, he occasionally 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.

Dr. Katy Barrington, PhD, CT, Core Faculty

Dr. Barrington earned her B.A. from Illinois State University in Art, her M.A. from the University of Wisconsin-Superior in Art Therapy, and her Ph.D. from Florida State University in Tallahassee in Art Education with an emphasis in Art Therapy. In addition to art therapy, Dr Barrington is interested in death education and is a Certified Thanatologist (CT). She also holds a Certificate in Aging Studies from the Claude Pepper Institute of Aging and Public Policy, which is affiliated with Florida State University. Dr. Barrington is concerned with the well-being of older adults. She volunteers for hospice and at assisted living facilities. She is the author of the chapter Older Adults and Creative Expression in the book *Art Education for Social Justice*, which is soon to be published later this year by the National Art Education Association.

Mark Blagen, Ph.D., Core Faculty

Dr. Blagen completed his B.S. degree from the University of the State of New York and received both his M.S. (Guidance Counseling) and Ph.D. (Urban Services) from Old Dominion University, (Norfolk, VA). He has been a certified addictions counselor since 1990 and has extensive experience as a community substance abuse counselor and as a school counselor in a student assistance program. He has presented both nationally and internationally in addition to recently collaborating in the publishing of an Adlerian handbook for healthy social living. He has held academic appointments at The University of Illinois in Springfield, Adams State College (Alamosa, CO), Regent University (Virginia Beach, VA) and Saint Leo University (Norfolk, VA). His interests include spirituality, the impact of brief therapeutic interventions and multicultural counseling.

Mark Bilkey, PsyD., Director, Master of Arts in Gerontological Counseling Program

Dr. Bilkey is excited to be back in Chicago to develop and guide students dedicated to working with older adults. He earned his Bachelor of Science in Family and Consumer Resources from Wayne State University, and Master of

Arts in Counseling and Doctor of Psychology in Clinical Psychology from the Adler School of Professional Psychology. His Specialization is in Gerontological Psychology and has focused his service to the needs of older adults and their families for the last twenty years. Over these years, he completed extensive training at the WISE and Healthy Aging Center in Santa Monica California, instructed at California State University San Bernardino, consulted for assisted living centers and maintained a private practice in the Palm Springs regional area. He has presented nationally and internationally about innovative group facilitation, Adlerian interventions and counseling, structured reminiscence, LGBT issues, coping strategies, and older adult peer counseling. Dr. Bilkey is looking forward to addressing the tremendous need for trained professionals in the specialty of Gerontological Counseling.

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. Personality disorders has remained the central focus of his research and scholarly work, and he has written three books and a number of book chapters and articles within that domain. Dr. Bockian also has research and clinical interests in the areas of health psychology, including work with patients with spinal cord injuries, chronic pain, cancer, and other medical disorders. He has employed individual therapy, group therapy, hypnosis, neurofeedback and mindfulness meditation in his practice. Dr. Bockian is the former coordinator of the Cognitive Behavioral Therapy concentration, and the current coordinator of the Primary Care concentration.

Nancy J. Bothne, Associate Director of Community Engagement

Nancy J. Bothne is currently a PhD student in Community Psychology at DePaul University. She has a Master's of Science in Communication from Northwestern University, and a BA from the University of Tennessee, Knoxville. She also has a certificate in international human rights law from the International Institute of Human Rights in Strasbourg, France. Nancy's research interests examine how communities recover from periods of human rights trauma. Her current research explores a psychological sense of community among immigrant survivors of torture.

David Castro-Blanco, Ph.D., Core Faculty

Dr. Castro-Blanco received his PhD in Clinical Psychology from St. John's University. He is licensed as a clinical psychologist in New York and is certified in clinical psychology by the American Board of Professional Psychology (ABPP). He has several years of teaching experience having served on the faculty of the Philadelphia College of Osteopathic Medicine and Long Island University. He is active on a number of professional organizations and is on the editorial board of the Journal of Consulting and Clinical Psychology. Additionally, he serves as an adjunct reviewer for several journals in the field.

He has an impressive list of professional presentations and publications and had received grant funding for various clinical research projects.

Kerry Cochrane, M.A., M.S.W., LCSW. 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 Committee. Ms. Cochrane earned her B.A. and M.A. from the University of Iowa. She is also a Licensed Clinical Social Worker with an M.S.W. from Loyola University Chicago, and maintains a small clinical practice. Before coming to the Adler School, she held faculty appointments at both Loyola University Chicago and at the 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, proposal writing, and conference planning. She serves on the Metropolitan Library System Academic Advisory Committee, and the Health Sciences Advisory Committee of the Consortium of Academic and Research Libraries in Illinois (CARLI).

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, multicultural and gender diversity, and clinical seminars in treatment and psychological assessment of children and adolescents. Her additional interests include models of intervention and integrative psychotherapy, bilingual/bicultural and language issues, learning disabilities and cognitive deficits, development and temperament, consultation in educational settings and international psychology. Dr. Cox also directs the Adler Prison Internship training program at a juvenile correctional facility under a contract with the Illinois Department of Juvenile Justice.

Douglas Craig, Psy.D., Core 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.

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, and he has served as a professional psychology school leader and faculty member since 1992. 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 taught courses, presented, written about, and developed programs and initiatives in professional psychology training, diversity education, family therapy and family diversity, and HIV disease prevention and coping. He is a past president of the National Council of Schools and Programs of Professional Psychology and is a past chair of Council of Chairs of Training Councils of the American Psychological Association. Dr. Crossman received the Significant Professional Contribution Award from the Hawai'i Psychological Association. He serves as the Vice Chair of the Board of Directors of the Center on Halsted, and he serves on the Commission on Accreditation of the American Psychological Association.

Vida Dyson, Ph.D., Core Faculty

Dr. Dyson earned her B.A. in Psychology at DePaul University and her M.A. and Ph.D. in Psychology/Personality Process at the University of Chicago. She is a Licensed Clinical Psychologist who has extensive experience working with children, adolescents, and adults with severe mental illness. Dr. Dyson teaches courses in ethnocultural diversity, assessment, developmental psychopathology, gender issues 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.

Robert Gellman, Ph.D., Core Faculty

Dr. Gellman earned his B.A. in History and Political Science at the University of Rochester, his M.S. in Marriage and Family Therapy at the University of Rochester School of Medicine, and his Ph.D. in MFT/Family Science at Kansas

State University. He is a member of AFTA, AAMFT, NCFR, and Division 43 of the APA; a Licensed Marriage and Family Therapist, and an AAMFT Approved Supervisor. Dr. Gellman teaches courses in marriage and family therapy, assessment and intervention, ethics, and qualitative research methodology. His scholarly interests include family adaptation to chronic illness, medical education, and contextual issues in psychotherapy.

Frank Gruba-McCallister, Ph.D., 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 served as Dean and Vice President of Academic Affairs for the Adler School from September 2001 to May 2009. 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.

Robert (Uri) Heller, Ph.D., Core Faculty and Program Director of M.A. in Counseling Psychology: School Counseling

Dr. Robert (Uri) Heller, is a licensed clinical psychologist and an organizational psychologist since 1980 which has included performing hundreds of psychological and parenting capacity assessments and providing diverse therapeutic services, with a focus on anxiety, depression and addictive behaviors; As a diagnostic and therapeutic practicum site 100 doctoral level students have been trained. Beginning as a school psychologist, he completed his Ph.D. at Illinois Institute of Technology then served as a faculty member. Transitioning to DePaul University he became Chair of Public Services Management and Administrative Studies. While maintaining a private psychology practice, he also serves on many committees and boards. He actively works as an expert witness, and visitation supervision for the court. He continues developing a wide array of professional interests.

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; and biopsychosocial aspects of health and disorder. She is also a Faculty Affiliate with the Adler School's Institute on Social Exclusion. 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 and Interim Program Director of the Master's of Arts degree in Counseling Psychology (M.A.C.)

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: multicultural competence, racial identity, and cultural issues related to Black (African American, African, etc.) but specifically Black males.

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. As a clinical psychologist, she has a private practice and directs the Advanced Adlerian Psychotherapy Certificate and Concentration here at Adler. Her interests include Individual Psychology, mood disorders, and spirituality. She is a proud member of NASAP, IPA, and APA.

Kristin Velazquez Kenefick, Psy.D., Core Faculty

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 clergyperson, 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.

Euhna Kim, Ph.D., Core Faculty

Dr. Kim completed her B.A at Sungkyunkwan University, her M.F.T in Marriage and Family Therapy at the University of Southern California, and her Ph.D. in Counseling Psychology at Ohio State University. She is a licensed psychologist. Dr. Kim worked in several of the university counseling centers providing individual, couples, and group counseling in addition to conducting psychological and psycho-educational assessments and supervising graduate students. She also worked in the rehabilitation department, community mental health centers, and school settings. Her clinical and research interests include interracial dialogue, bilingual/bicultural and language issues, Asian American mental health, counseling international students, and anxiety and mood disorders.

Laura Kunard, Ph.D., Director of the Institute on Public Safety and Social Justice

Dr. Laura Kunard received her B.A. in Psychology and Sociology from Northwestern University and her M.A. and Ph.D. in Criminology from the University of Illinois at Chicago (UIC). Dr. Kunard's work focuses on reducing crime and building safer, healthier communities. In addition to her background in public safety and public service initiatives, Dr. Kunard's research has touched upon a variety of justice issues including policing, indigent defense and prison policies. Dr. Kunard's areas of interest include equity and fairness in policing, community involvement in public safety, procedural justice and socially just policymaking.

Peter Liu, Ph.D., C.Psych., Core Faculty and Program Director of the Master's of Arts degree in Counseling and Organizational Psychology (M.A.O.) and the Online/ Hybrid program in Counseling Psychology (M.A.C. OH).

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.

Elina Manghi, Psy.D., Core Faculty

Dr. Elina Manghi received her Master's in Psychology from the J. F. Kennedy Argentine University and her Psy.D. from the Illinois School of Professional Psychology. She completed her clinical internship at the Children's Memorial Hospital in Chicago. She is a licensed Clinical Psychologist and a Licensed Marriage and Family Therapist in the State of Illinois. Dr. Manghi has vast experience in evaluating and treating children and adults with neurodevelopmental problems including autism spectrum disorders, learning disorders, and attention deficits. She is involved in research initiatives investigating the genetics of autism and the best intervention strategies for Latino parents who have children with autism. Dr. Manghi's philosophy of care is to empower individuals and families to be more successful in negotiating the life challenges that they face. Dr. Manghi is an advocate for children with developmental/behavioral disorders through her research and community service at the local, state, national, and international levels.

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 and as an affiliate of the Family Institute at Northwestern University in child and adult neuropsychology, examining clients for the presence and impact of dementia, ADHD, learning disorders, stroke, head trauma, anxiety and mood disorders. Some of his recent scholarship involves cognitive correlates of psychological mindedness and mindfulness, and the impact of fetal alcohol syndrome on cognition.

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 and addressing homelessness. Dr. McNeilly has extensive

experience in clinical research and project evaluation. She is certified as a therapist in Cognitive Behavioral Therapy and Dialectical Behavioral Therapy.

Steven A. 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 (now Argosy University Chicago). 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). Dr. Migalski is also the Associate Director of Training at Dreikurs Psychological Services Center, where he provides clinical supervision to practicum students and 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 integration of the MMPI-2 and the Rorschach Inkblot Method, (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 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; and Psy.D. in Clinical Psychology at Illinois School of Professional Psychology. Dr. Nakamura completed her post-doctoral residency at Kaiser Permanente San Francisco Medical Center. Her clinical interests include international psychology, health psychology, behavioral medicine

(chronic pain management), training, 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.

Debra Paskind, MA, LCPC, ATR-BC, Core Faculty

Ms. Paskind is core faculty in the Counseling Psychology: Art Therapy program. She received her undergraduate degrees from Northern Illinois University (BFA, BS), and her master's in art therapy from the University of Illinois at Chicago. She has earned both registration and board certification from the Art Therapy Credentials Board, and is a Licensed Clinical Professional Counselor in the state of Illinois. Ms. Paskind has worked in a variety of clinical settings, and has served as adjunct faculty at the University of Illinois at Chicago, and Northwestern University School of Continuing Studies. Ms. Paskind's teaching interests include: Family art therapy, Art therapy supervision, uses of art in treatment of trauma, and uses of art-making to enhance learning.

Wendy Paszkiewicz, Psy.D., Interim 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. Her interests include women in leadership, advocacy, social interest and responsibility, education and training in professional psychology, and child, adolescent, and family assessment and treatment. Dr. Paszkiewicz is actively involved in the National Council of Schools and Programs in Professional Psychology (NCSP) and is the past-president of the Association of Chicagoland Externship and Practicum Training Sites (ACEPT).

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.

Gail Roy, MA, LCPC, ATR-BC, Core Faculty

Ms. Roy is a Board Certified Art Therapist and Illinois Licensed Clinical Professional Counselor. She coordinated the art therapy summer institute and was adjunct instructor at the University of Illinois-Chicago graduate art therapy program for many years. She has been an art therapist and counselor for 20 years in diverse settings including hospitals, outpatient clinics, and schools. She has held leadership positions in the American Art Therapy Association and the Illinois Art Therapy Association and presented numerous workshops and lectures.

Shaifali Sandhya, Ph.D., Core Faculty

Dr. Sandhya holds 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 studies how changing contexts impact men and women's expectations, beliefs and assumptions about their relationships, self, and psychological well-being. Dr. Sandhya's areas of interest are culture, globalization, psychological well-being, leadership and intimate relationships. Classes that she has taught include Research methods; Social and structural bases of health and dysfunction, and Global and cultural bases of health. In her practice, she provides psychotherapy for teenagers, adults, couples, families, and the elderly from South Asia (Indian; Indian-American; Pakistani), Asian-American and inter-cultural relationships. In the past, Dr. Sandhya has provided psychotherapy at hospitals and health centers in Illinois such as The University of Chicago Hospitals, The Chicago Center for Family Health, The Family Institute at Northwestern University and Columbia

Michael Reese Hospitals. She has presented at several academic conferences around the world. She has been the recipient of international and national fellowships such as the Andrew Mellon Grant, Cambridge Commonwealth Scholarship and the Rajiv Gandhi Fellowship.

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

Dr. Sarlo is part of the Core Faculty at the Adler School of Professional Psychology. He is the Founder and Clinical Director of Psychological Consultations, a Private Clinic in Lincoln Park, IL. and has worked with the LGBT community providing services since 1987. Dr. Gregory Sarlo has devoted his life's work to the community He has 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 a comprehensive training program for graduate students at his clinic. As an Executive Committee member and President 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. and MAC 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., ATR-BC, 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 and University. She is a Registered Art Therapist (A.T.R.) and Board Certified (ATR-BC). In addition to graduate level teaching in the US, 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 several countries outside the US. Dr. Slater's teaching interests include art therapy ethics, art therapy addressing the effects of trauma in art therapy, 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 social inclusion, marginalization, and stigmatization. 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 appearing in six different countries. A frequent speaker at national and international conferences, he is a former adjunct instructor at the Emory University School of Medicine. Mr. Taylor is a member of the State Bar of Georgia and on the editorial board of the journal *Brain Injury Professional*. In 2007, the North American Brain Injury Society (NABIS) awarded Mr. Taylor its highest honor – the NABIS Star – recognizing his lifetime achievement in the field of brain injury studies.

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 Diplomat 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 (AAMFT); 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. He has written extensively on substance abuse, supervision, and eating disorders.

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

Lynn C. Todman, Ph.D. is the director of the Institute on Social Exclusion (ISE) at the Adler School of Professional Psychology in Chicago, IL. Dr. Todman earned 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 urban poverty and community development. She is especially interested in the ways in which social, political, and economic structures systematically marginalize urban populations. Her work is multidisciplinary, drawing on fields such as economics, political science, sociology, public health, and systems' dynamics. She has lived and worked in Sweden, Belgium, the United Kingdom, and most recently in Italy where she worked with urban sociologists investigating the impact of urban transport policy on social welfare and the role of community participation in community development processes.

Marla Vannucci, Ph.D., Core Faculty

Dr. Vannucci received a B.A. in psychology from New York University, and an M.A. and Ph.D. in counseling psychology from Northwestern University. She has worked in college counseling, community mental health, hospital, and private practice settings. In addition, Dr. Vannucci brings expertise in organizational consulting, having previously worked in the Human Capital division of Deloitte & Touche. Most recently, Dr. Vannucci served as Director of Clinical Services at the Chicago School, where she was responsible for the development and administration of consortium-based training programs and for oversight of student health and wellness services for Chicago School students.

Dr. Vannucci's interests include couples counseling, trauma, work/life issues, therapy integration, training, history and philosophy of psychology, program development and evaluation, psychologist self-care, and transition to parenthood.

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

Paul Fitzgerald, Psy.D., Part-Time Program Faculty

Dr. Fitzgerald received a B.A. in psychology from Benedictine University and an M.A. in Counseling Psychology and Psy.D. in Clinical Psychology from Adler School of Professional Psychology. His experience has included work in an inpatient psychiatric setting, long term care, community mental health, private practice, and employee assistance. He has taught undergraduate psychology courses as well as courses in the M.A.O., M.A.C., and Psy.D. programs at the Adler School. His areas of interest include workplace and organizational consultation, substance abuse assessment, children's and adolescent issues, and marital and family therapy. Dr. Fitzgerald has a background in Adlerian therapy and received additional training in Cognitive-Behavioral Therapy at the Adler School.

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

Julian Achim, Psy.D.
Argosy University

Mary Andrus, ATR
The School of the Art Institute, Chicago

Joseph Baska, M.B.A.
DePaul University

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

Russell Bishop, Psy.D.
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Felice Block, M.A.
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Pamela Brand, Psy.D.
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Dezire Gordon, M.A.
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Adler School of Professional Psychology

Gail Wirtz, M.P.S.
Pratt Institute

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

Carol Wozniowski, M.A.
University of Chicago

Julia Ruey-Ju Yang, Ph.D.
Ohio State University

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., Program Director and 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.

Part-Time Program Faculty

Debbie Clelland, M.A., PhD Candidate, RCC, Part-Time Program Faculty

Debbie received her M.A. in Counselling Psychology and B.A. in Psychology from the University of Victoria. She is nearing completion of her PhD in Educational Psychology at Simon Fraser University. Over the course of her degree program, Debbie has earned a certificate in university teaching, and a certificate in web-based instruction. Debbie has been registered with BCACC as a Registered Clinical Counsellor since 1998, and was actively involved in the association as a delegate representative of Region 5 for six years. Debbie had a private counselling practice from 1998 - 2006 where she specialized in working with individuals who were struggling with depression, as well as couples. Debbie also worked part-time as a human relations consultant from 1994 - 2004, often using the Myers-Briggs Type Indicators as a tool for organizational development, and was on the executive of the BC Lower Mainland chapter of the Association for Psychological Type for 12 years. From 2005 - 2008 Debbie was employed part time as the School Counsellor and Facilitator for Gifted Students at Meadowridge School, an Independent K - 12 school. Debbie is currently the Canadian representative on the Board of Directors of the Association for the Gifted of the Council for Exceptional Children. Debbie has been enjoying teaching counselling and education courses at SFU since 2006 and the Adler School of Professional Psychology since 2008.

Hammond Tarry, Ph.D. Oxford University, Part-Time Program Faculty

Dr. Hammond Tarry received his bachelors and doctoral degrees in psychology from the University of Oxford, UK. Whilst undertaking his doctoral studies, he conducted research in offending behaviour, moral reasoning, political identity and reputation management, some of which is ongoing. He also taught undergraduate students at the University. Dr. Tarry then worked for five years in the UK Prison and Probation services, primarily in the facilitation, supervision and management of cognitive-behavioural offending behaviour programs. Since then, Dr. Tarry has returned to instructing and teaches a wide range of courses at the Adler School, at Capilano University and at the University of the Fraser Valley.

Pamela Patterson, Ph.D. University of British Columbia, Part-Time Program Faculty

Dr. Patterson received both her M.A. and her Ph.D. Degrees in counselling psychology from the University of British Columbia. Her B.A. Degree in English was from Queen's University. Her Master's degree focused in the area of family counselling and her Doctoral degree in Career Counselling with a focus on processes in relationships. Dr. Patterson has been a counsellor and counselling instructor in various settings in the lower mainland through the past 15 years. Her clinical approach includes narrative and experiential processes as well as social systems. She is also experienced with cognitive-behavioral and brief approaches to counselling practice. Her areas of interest include leadership, relationship, diversity, clinical skills, and counsellor development.

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

Jamie De Luce, M.S.W., Ph.D.
University of British Columbia

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

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

Lisa Ferrari, Psy.D.
Antioch University Seattle

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

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

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

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

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Vancouver Campus

Lawrence Axelrod, Ph.D.

Ada Christopher

Malcome Dane

Kathleen Irvine

Winna Ma

Eugene Piezas

Melody Sousa

James Tan

Deb Bailey

Dean

Director of Admissions

Admissions Advisor

Director of Training and Community Service

Training Coordinator

Assistant Office Manager/Faculty Assistant

Registrar/Office Manager

Receptionist/ Faculty Assistant

Community Service Practicum Coordinator

Academic Calendar 2009-2010

	Event	Date	Comments
	Chicago Psy.D. Orientation	Wednesday, August 26, 2009	
	Chicago M.A. Orientation	Thursday, August 27, 2009	
	Chicago Orientation City Excursions	Thursday, August 27, 2009 Friday, August 28, 2009	
Fall 2009	Fall Semester Begins	Monday, August 31, 2009	
	Drop Fee Begins	Monday, August 31, 2009	In order to avoid being assessed the drop fee, courses/sections must be dropped before 9:00 AM CST on Monday, August 31, 2009
	Add/Drop Period - 100% Refund ** (ALL CLASSES EXCEPT ONLINE)**	Monday, August 31, 2009 - Sunday, September 6, 2009	Registration changes must be completed no later than 11:59 PM CST on Sunday, September 6, 2009.
	Add/Drop Period - 50% Refund ** (ALL CLASSES EXCEPT ONLINE)**	Monday, September 7, 2009 - Sunday, September 13, 2009	Registration changes must be completed no later than 11:59 PM CST on Sunday, September 13, 2009.
	Add/Drop Period - 100% Refund ** (ONLINE CLASSES ONLY)**	Monday, August 31, 2009 - Sunday, September 13, 2009	Registration changes for ONLINE CLASSES must be completed no later than 11:59 PM CST on Sunday, September 13, 2009.
	Labor Day	Monday, September 7, 2009	Chicago Campus Holiday
	Explorers Day	Monday, October 12, 2009	Chicago Campus Holiday
	Thanksgiving	Monday, October 12, 2009	Vancouver Campus Holiday
	Commencement Ceremony	Sunday, October 18, 2009	http://www.adler.edu/services/2009GraduationInformation.asp
	Deadline to drop a course with a "W" grade	Monday, October 26, 2009	Drop/add forms must be submitted no later than 5:00 PM CST on Monday, October 26, 2009

	Spring 2010 Registration	Monday, November 2, 2009 - Friday, November 13, 2009	In order to avoid being assessed the late registration fee; students must register no later than 5:00 PM CST on Friday, November 13, 2009
	Graduation Application Due	Friday, November 13, 2009	Graduation application is due for students who will complete degree requirements by the end of the Fall 2009 term (December 14, 2009).
	Remembrance Day	Wednesday, November 11, 2009	Vancouver Campus Holiday
	Thanksgiving	Thursday, November 26, 2009	Chicago Campus Holiday
	Day After Thanksgiving	Friday, November 27, 2009	Chicago Campus Holiday
	Fall Semester Ends	Monday, December 14, 2009	
	Christmas Eve	Thursday, December 24, 2009	Chicago Campus Holiday
	Christmas Day	Friday, December 25, 2009	Chicago/Vancouver Holiday
	Boxing Day	Saturday, December 26, 2009	Vancouver Campus Holiday
	New Year's Day	Friday, January 1, 2010	Chicago/Vancouver Holiday
	Spring Semester Begins	Monday, January 4, 2010	
Spring 2010	Drop Fee Begins	Monday, January 4, 2010	In order to avoid being assessed the drop fee, courses/sections must be dropped before 9:00 AM CST on Monday, January 4, 2010
	Add/Drop Period - 100% Refund ** (ALL CLASSES EXCEPT ONLINE)**	Monday, January 4, 2010 - Sunday, January 10, 2010	Registration changes must be completed no later than 11:59 PM CST on Sunday, January 10, 2010
	Add/Drop Period - 50% Refund ** (ALL CLASSES EXCEPT ONLINE)**	Monday, January 11, 2010 - Sunday, January 17, 2010	Registration changes must be completed no later than 11:59 PM CST on Sunday, September 17, 2010.

	Add/Drop Period - 100% Refund ** (ONLINE CLASSES ONLY)**	Monday, January 4, 2010 - Sunday, January 17, 2010	Registration changes for ONLINE CLASSES must be completed no later than 11:59 PM CST on Sunday, September 17, 2010.
	Martin Luther King Holiday	Monday, January 18, 2010	Chicago Campus Holiday
	Presidents Day	Monday, February 15, 2010	Chicago/Vancouver Holiday
	Deadline to drop a course with a "W" grade	Monday, March 1, 2010	Add/drop form must be submitted no later than 5:00 PM CST on Monday, March 1, 2010
	Summer 2010 Registration	Monday, March 8, 2010 - Friday, March 19, 2010	In order to avoid being assessed the late registration fee; students must register no later than 5:00 PM CST on Friday, March 19, 2010
	Graduation Application Due	Friday, March 19, 2010	Graduation application is due for students who will complete degree requirements by the end of the Spring 2010 term (April 19, 2010).
	Good Friday	Friday, April 2, 2010	Chicago/Vancouver Holiday
	Easter Monday	Monday, April 5, 2010	Vancouver Campus Holiday
	Spring Semester Ends	Monday, April 19, 2010	
	Summer Semester Begins	Monday, May 3, 2010	
	Drop Fee Begins	Monday, May 3, 2010	In order to avoid being assessed the drop fee, courses/sections must be dropped before 9:00 AM CST on Monday, May 3, 2010
Summer 2010	Add/Drop Period - 100% Refund ** (ALL CLASSES)**	Monday, May 3, 2010 - Sunday, May 9, 2010	Registration changes must be completed no later than 11:59 PM CST on Sunday, May 9, 2010. **PLEASE NOTE THERE IS NOT A 50% REFUND PERIOD FOR THE SUMMER TERM.**

Victoria Day	Monday, May 24, 2010	Vancouver Campus Holiday
Memorial Day	Monday, May 31, 2010	Chicago Campus Holiday
Deadline to drop a course with a "W" grade	Monday, June 7, 2010	Drop/add forms must be submitted no later than 5:00 PM CST on Monday, June 7, 2010
Canada Day	Thursday, July 1, 2010	Vancouver Campus Holiday
Independence Day	Monday, July 5, 2010	Chicago Campus Holiday
Fall 2009 Registration	Monday, June 14, 2010 - Friday, June 25, 2010	In order to avoid being assessed the late registration fee, students must register no later than 5:00 PM CST on Friday, June 25, 2010
Graduation Application Due	Friday, June 25, 2010	Graduation application is due for students who will complete degree requirements by the end of the Summer 2010 term (August 16, 2010). Students must complete all degree requirements no later than August 31, 2010, if they wish to participate in the commencement ceremony.
Civic Holiday	Monday, August 2, 2010	Vancouver Campus Holiday
Summer Semester Ends (Chicago Campus)	Monday, August 16, 2010	On campus courses end July 10, 2009. Practicum, internship, and dissertation are still in session.
Summer Semester Ends (Vancouver Campus)	Monday, August 16, 2010	Vancouver Campus
Fall Term Begins	Monday, August 30, 2010	

Additional calendar information, including the Summer 2010 schedule, is available at www.adler.edu/academics/48AcademicCalendar.asp