



“We need people who can
honor strengths and work
with communities for
SOCIAL CHANGE.”

2012 / 2013
COURSE CATALOG





The Adler School of Professional Psychology

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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, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413, 800-621-7440 / 312-263-7462, email: info@hlcommission.org, website: www.ncahlc.org.
- 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, 202-336-5979, www.apa.org.
- Adler Community Health Services Internship program in clinical psychology has been accredited by the American Psychological Association since 2005. The APA's Committee on Accreditation can be contacted at: The Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC, 20002-4242, 202-336-5979, email: apaaccred@apa.org, www.apa.org.
- The Masters in Counseling Psychology – Specialization in Rehabilitation Counseling is accredited by the Council of Rehabilitation Education (CORE). CORE can be reached at 1699 E. Woodfield Road, Suite 300, Schaumburg, Illinois 60173, 847-944-1345, www.core-rehab.org.
- 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 IAODAPCA can be reached at 401 E. Sangamon Avenue, Springfield, Illinois 62702, 217-698-8110, www.iaodapca.org.
- The Adler School Master of Arts in Counseling Psychology: Art Therapy degree program is approved by the American Art Therapy Association (AATA). AATA can be reached at 225 North Fairfax Street, Alexandria, Virginia 22314, 888-290-0878, www.arttherapy.org.
- All degree programs offered at the Adler School Vancouver Campus, have 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 is approved to operate and grant degrees in the State of Illinois by the Illinois Board of Higher Education (IBHE). IBHE can be reached at 431 East Adams, 2nd floor, Springfield, Illinois 62501, 217-782-2551, www.ibhe.org.
- The Adler School's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
- The Adler School is authorized under Federal law to enroll eligible international students.
- The Adler School of Professional Psychology is approved by the American Psychological Association, the Illinois Department of Financial & Professional Regulation, the Illinois Alcohol and Other Drugs Abuse Professional Certification Association, and the National Board for Certified Counselors as a provider of Continuing Education (CE) programs.

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The School: An Overview

The Adler School of Professional Psychology is named for Alfred Adler (1870-1937), a physician, psychotherapist, and founder of Adlerian psychology. He is considered the first community psychologist because his work pioneered attention to community life, prevention, and population health. Adlerian psychology emphasizes the human need and ability to create positive social change and impact. Alfred Adler held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counseling and to use public education as a way to address community health. He was among the first to write about the social determinants of health and of mental health. Adler's values and concepts drive the mission, work, and values at the Adler School today.

Today, the Adler School offers a wide array of graduate-level programs enrolling more than 1,200 students at campuses in Chicago, Illinois, Vancouver, British Columbia and online. In addition to education and training in psychological theory, science, and practice, students complete a range of required and elective experiences that extend beyond traditional practitioner training. The School's mission-driven curricula have earned national and international recognition.

As the oldest independent psychology school in North America, the Adler School continues the pioneering work of Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

Facilities and Campus Locations

CHICAGO CAMPUS:

Adler School of Professional Psychology
17 North Dearborn Street
Chicago, IL 60602
312.662.4000
www.adler.edu

The Adler School community moved into a new Chicago campus in 2010 located in the heart of downtown Chicago's Loop. The new campus boasts LEED Gold Certification for environmental innovation and provides Adler School students with classrooms equipped with state-of-the-art smart technology, a library commons with dedicated space for instructional support, Mediascape collaborative workspaces, a Wellness Studio for yoga, meditation, and relaxation, and many other features that support a collaborative learning environment.

The Chicago campus is easily accessible by bus, train, or automobile and also features secure bicycle storage facilities. Located near the campus are a number of prestigious colleges and universities, government centers, public libraries, lake front parks, theatre and shopping districts, and museums. Major tourist attractions include the Art Institute of Chicago, Water Tower Place, Navy Pier, Auditorium Theater, Chicago Theater, Oriental Theater, Willis Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

VANCOUVER CAMPUS:

Adler School of Professional Psychology
1090 West Georgia Street
Suite 1200
Vancouver, BC V6E 3V7
Canada
604-482-5510
www.adler.edu

The Vancouver campus is located at the corner of West Georgia Street and Thurlow, in the heart of Vancouver's dynamic downtown shopping and business core. With stunning views, the campus boasts state-of-the-art classroom and administrative technology and progressive classroom and community facilities for Vancouver students, faculty, and staff.

The Vancouver Campus is conveniently accessible through public transit. The Burrard Skytrain station is easily accessed one block from the 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 internationally known for its shopping (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 continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

The values held by Adler School as relevant to its mission, include the following:

- **Social Interest:** We are part of and invested in community, and we act and collaborate with compassion and social responsibility.
- **Pluralism:** We respect and celebrate human diversity and difference.
- **Courage:** We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.
- **Excellence:** We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance and outcomes.
- **Pragmatism:** We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.

Social Responsibility

Building on the work of Alfred Adler, the mission of the Adler School of Professional Psychology emphasizes the importance of educating socially responsible practitioners. Today's social challenges demand highly trained, relevant, and inventive practitioners to address them. No other institution prepares practitioners in the particular way that the Adler School prepares socially responsible practitioners—because we are uniquely and specifically informed by Alfred Adler's ideas and constructs. *Gemeinschaftsgefühl*—Adler's concept of social interest, or the relationship between health and community—is the foundation upon which we engage in the work of social justice and preparing practitioners to work in our communities.

The ability to engage in socially responsible practice has been adopted as a required competency in all 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 provided by the Adler Community Health Services and the Institutes for Social Change, provide students with opportunities to learn how to identify and address a wide range of clinical and 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.

Nondiscrimination Policy

It is the policy of the Adler School of Professional Psychology that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status or other status protected by local, state, or federal law in its employment or its educational settings, including all academic, required or School-sponsored activities, on or off campus. The Adler School reserves the right to take

actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy.

The School maintains policies and procedures to support students in their academic endeavors. Policy statements regarding expectations of student behavior and procedural guidelines for resolution of problems are available to all students and to all members of the School community at www.adler.edu. Questions, concerns, or complaints regarding the School nondiscrimination policy or protection against discrimination should be directed to the Associate Vice President of Student Affairs or the Associate Vice President of Human Resources 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 community. Apparent differences in race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age 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 for 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.

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.

Rights Reserved

This Catalog and its contents are not to be construed as a binding contract between the Adler School and the student. The Catalog presents the offerings and requirements in effect at the time of publication. The Adler School may amend, without prior notice, the policies or procedures as stated in this catalog, Adler School handbooks and other documents. These changes include, but are not limited to, changes in admission or academic requirements, rules, policies and procedures, tuition, fees, curricula, courses, course content, and graduation requirements. Changes to the Adler School's policies, procedures, and requirements affect all students who have not yet graduated. Clarification of matters contained in this Catalog or institutional handbooks can be obtained from the directors of the appropriate administrative or academic departments and offices. 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.

The Adler School reserves the right to refuse to admit or readmit any applicant. 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, acceptable student conduct, or active cooperation in all requirements for acceptable program completion.

Library Services

The Harold and Birdie 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 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 items.

Library services for students and faculty at the Chicago Campus include:

- Individual instruction in the selection and use of databases
- 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
- A reserves collection of required and recommended class materials

Vancouver Campus students and faculty have access to all electronic resources, including full-text e-book and e-journal content. Interlibrary loan of articles and book chapters is also available. A librarian liaison provides remote individual and classroom instruction to the Adler Vancouver community.

The Library's print collection comprises approximately 17,000 circulating books, over 100 print journal titles, and more than 500 instructional audiovisual materials. The Library also licenses over 90 research databases in psychology and the related social sciences, as well as full-text electronic content from more than 36,000 unique journal titles, over 17,000 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, Counseling and Therapy in Video, Mental Measurements Yearbook and Tests in Print, GenderWatch, SocIndex Full Text, Psychiatry E-books Online, and MEDLINE plus Full Text.

Students and faculty at the Chicago Campus have on-site access to electronic resources through public computers in and around the Library and Computer Lab, as well as via wireless nodes throughout the campus. The Library maintains a Web presence on the institution's site [<http://www.adler.edu/page/home/global/library>] and an online community within Moodle. Equipment is available in the Library for individual or group audiovisual 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 of Reaching Across Illinois Library System (RAILS), 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 Adlerian psychology materials, as well as 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.

Center for Learning and Teaching

The Center for Learning and Teaching (CLT) supports and advances the Adler School's culture of academic excellence. The CLT supports students by providing services that help them take their personal next steps towards scholarly excellence. For faculty, the CLT serves as a place to connect with colleagues, explore new pedagogical approaches, and dialogue on issues in teaching and learning. Here, faculty-student forums facilitate discussion and learning outside the traditional classroom environment. The CLT supports all members of the school's learning community and challenges them to maximize their personal and professional potential. The CLT is committed to exploring and sharing diverse approaches to learning and professional growth and offers space for private consultation, quiet study, and large group workshops and seminars.

Among the services offered by the Center for Learning and Teaching are personal consultations, workshops, and groups focused on writing and research, presentation skills and poster preparation, stress management and meditation, time management and exam preparation, and statistics and research methods.

Writing Boot Camp

The Center for Learning and Teaching offers Writing Boot Camps for incoming and continuing students. These workshops offer students the opportunity to hone their writing skills, familiarize themselves with on-campus writing resources, and develop strategies for addressing their writing concerns. Students may register and arrange to pay the associated fee by contacting the CLT.

For more information

Appointments are available in person as well as by telephone and videoconference. Individuals wanting more information or wishing to set up an appointment with CLT staff may contact the CLT by email (CLT@adler.edu) or telephone (312-662-4200).

Adler Online

Adler Online provides individuals with another approach to learning through support of a variety of online and hybrid (combined online and face-to-face) programs that build upon abilities and experiences, add knowledge, and develop skills to promote the personal and professional development of our community.

The Adler School offers a selection of online courses and degree programs that are offered with a unique program structure to fit your schedule. As you work to expand your knowledge and skills through our online courses or degree programs, Adler Online can assist you.

The courses at Adler Online are offered through Moodle, an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is used by educators around the world as a tool for creating online dynamic web sites for their students.

Moodle can be accessed through the Global Login page, or by going to the website directly (<http://adler.mrooms.org>).

Adler Community Health Services

Adler Community Health Services (ACHS), the clinical services division of the Adler School of Professional Psychology, provides psychological services to underserved populations through its clinical training programs. ACHS has two service divisions: community mental health and juvenile justice.

Clinical Training

Through the community mental health division, ACHS offers the Adler Pre-Doctoral Internship Program in Clinical Psychology which 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 seven full-time positions for Adler School students. The Adler internship program participates in the APPIC match process. Additionally, ACHS offers practica (externships) for Adler students in psychotherapy and in diagnostic assessment.

ACHS's community mental health division has partnerships with a number of community based service agencies. Interns and externs (trainees) offer clinical services at and through community based partnerships. A trainee will be assigned to one or more community site(s) based on his/her interests, training and educational needs, and abilities. In addition to providing direct clinical service, trainees receive individual, group, and peer supervision; may participate in case management and case disposition meetings; and attend didactic workshops and seminars.

Through the juvenile justice division, ACHS offers a Pre-Doctoral internship and diagnostic assessment and advanced practica (externships) through a partnership with the Illinois Youth Center – St. Charles. The Adler Juvenile Justice Internship is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Community Services

Services provided in the community through community partnerships include individual, group, family, and couples psychotherapy; neuropsychological, personality, and cognitive ability assessment; support groups; parenting groups; consultation; and psycho-educational programs.

The ACHS'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. ACHS provides services to underserved and disadvantaged populations. Populations served include currently and formerly incarcerated persons, the homeless, people affected by HIV, and children, families and elders who are struggling with poverty.

ACHS's psychological services are primarily provided by masters, doctoral, and post-doctoral trainees under the supervision of licensed staff clinical psychologists. Additional supervision may be provided by ACHS consultants or individuals holding supervisory responsibility at community partner locations.

Adler Institutes for Social Change

The Institutes for Social Change (ISC) are an integral element of educational programming at the Adler School. Their purpose is to advance the School vision of a more socially just society through research, outreach, and public awareness programming.

Born out of the belief that the field of psychology can make invaluable contributions to the social good by working in close collaboration with other professions, the Institutes are staffed by professionals in the fields of law, social work, urban planning, and sociology/criminology. Students may work with the Institutes as research or teaching assistants. They may also conduct their Community Service Practica at the Institutes. There are two Institutes for Social Change: The Institute on Social Exclusion; and, the Institute for Public Safety and Social Justice.

Institute on Social Exclusion

A central theme in the work of the Institute on Social Exclusion (ISE) is the idea that structural and systemic features of our society, such as laws, public policies, and institutional behaviors cause unjust social outcomes; and that social justice requires the reconstitution of these structures. To accomplish this goal, the ISE implements a dynamic and progressive research, community outreach, and public awareness agenda.

Recent ISE research activities involve investigations of the mental health implications of a proposed amendment to Chicago's Vacant Buildings Ordinance that holds banks accountable for maintaining and securing houses and other structures on which they foreclose. Another involves investigations of the mental health implications of a proposed revision to the United States Equal Opportunity Employment Commission's Policy Guidance on the use of arrest records in employment decisions. All of the research activities undertaken at the ISE target issues that are of concern in low income communities. In addition to the research, students working on these projects use the research results to write and publish papers as well as present at conferences.

Recent community outreach projects include gun violence prevention programming for youth in a Chicago community plagued by high rates of gun violence; and the development of a community-based advocacy agenda around employment legislation. Our outreach efforts involve work with community based organizations, public officials, and advocacy organizations.

Recent public awareness programming includes a presentation by Professor William Bielby, who provided expert testimony to the Supreme Court in the Wal-mart class action law suit claiming systemic racism and sexism in hiring and promotion practices; and a panel discussion on the wide range of "off radar" issues faced by people of color within the LGBT community.

The ISE has two flagship activities in which students may become involved. The Social Exclusion Simulation (SES) is a group experiential learning tool for increasing understanding of complex systems and how the structural barriers that comprise them work to block access to key rights, resources and opportunities for some members of society, rendering them "socially excluded". The Mental Health Impact Assessment tool is a process for developing "evidence-based" legislation and public policy to help promote the mental health and wellbeing of entire populations of people, especially the most excluded and marginalized. With support from the Robert Wood Johnson Foundation and the W.K. Kellogg Foundation, ISE-affiliated staff, faculty and students are conducting theoretical and empirical community-based research that helps ensure that legislation and public policy, through a process not employed at any other school of psychology, promote population mental health by narrow mental health disparities and enhancing mental health equity. To learn more about the Institute on Social Exclusion and connect with our work, e-mail ISE@adler.edu.

Institute on Public Safety and Social Justice

The purpose of the Adler School's Institute on Public Safety and Social Justice (IPSSJ) is to highlight the connections between social justice and public safety through research, education, advocacy and community collaboration. We believe the best public safety approaches are those that focus on building stronger communities, with active and engaged citizens. We work with community stakeholders, institutions, and law enforcement to promote innovative justice strategies that improve well-being and empower residents to transform their neighborhoods.

The Institute aims to further the work of Alfred Adler and the discipline of community psychology by addressing safety, which is a primary need for everyone. Building safer, healthier communities is in line with Adler's vision of what psychology can and *should* do.

We believe that public safety and social justice are *not* mutually exclusive constructs. The work of the Institute applies a social justice lens to the discourse about the critical safety and security issues our communities face. We aim to push the conversation forward – toward effective public policy, community participation in public safety endeavors, and equitable law enforcement practices.

IPSSJ's objectives for creating social change include:

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

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 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.

Applicants must submit the following:

- Adler School Application for Admission;
- Application fee (\$50.00);
- Autobiographic essay/personal statement;
- Resume or curriculum vitae;
- Official transcripts from all colleges or universities attended;
- Three letters of recommendation accompanying the Adler School recommendation form; and
- Graduate Record Examination (GRE) – recommended.

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, and 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 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 Masters level programs.

Program	Priority Deadline	Term of Entry
<i>Chicago Campus</i>		
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. Counseling Psychology Specialization in Forensic Psychology	Rolling	Fall entry only
M.A. Counseling Psychology Specialization in Sport and Health Psychology	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
M.A. in Industrial and Organizational Psychology (online)	Rolling	Fall and Spring
M.A. in Criminology (online)	Rolling	All
Specializations/Certificates	Rolling	All
<i>Vancouver Campus</i>		
M.A. in Counselling Psychology	Rolling	Fall and Spring
M.A. in Organizational Psychology	Rolling	Fall entry only
M.A. in Community Psychology	Rolling	Fall entry only

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.

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 certificate 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 petition to 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, a \$500 nonrefundable deferment fee, and a statement indicating why they would like to defer their admission on file with the Office of Admissions at the appropriate campus. Students who are approved to defer their admission will be notified in writing and 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 as outlined in the 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

In addition to submitting a completed application, all transcripts from outside of North America (including Mexico) must be evaluated by a transcript evaluation service, World Education Service (www.wes.org) or Educational Course Evaluation (www.ece.org). All official transcripts and official translations if not in English, as well as a course-by-course international credential evaluation, must be submitted.

If you order the WES ICAP (www.wes.org) course-by-course analysis, you will only be required to submit your official international credential evaluation to the Adler school as this service provides a verified copy of your official transcripts and translations to the Adler School. Make sure you send in all your transcripts and order the course-by-course analysis.

English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). 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.

Applicants must request that language proficiency test scores be sent directly to the School by the testing service. These test results are valid for two years only.

TOEFL (www.ets.org/toefl)

The Adler School - Chicago Campus' code number for receiving test scores is 1147.

Applicants who take the paper-based TOEFL must receive a minimum score of 580.

Applicants who take the computer-based TOEFL must receive a minimum score of 240.

Applicants who take the Internet-based TOEFL must receive a minimum of score 92 with at least 22 on each of the four sections.

IELTS (www.ielts.org)

Applicants who take the IELTS must receive a minimum Academic score of 7 overall with no band score lower than 7.

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. This information is required by Homeland Security and student I-20s cannot be updated 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 Office of Student Affairs. If an exception is given, a letter will be issued 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.

VANCOUVER CAMPUS

In addition to submitting a completed application, all transcripts from outside of North America (including Mexico) must be evaluated by a transcript evaluation service, World Education Service (www.wes.org/ca) or Educational Course Evaluation (www.ece.org). All official transcripts and official translations if not in English, as well as a course-by-course international credential evaluation, must be submitted.

If you order the WES ICAP (www.wes.org/ca) course-by-course analysis, you will only be required to submit your official international credential evaluation to the Adler School as this service provides a verified copy of your official transcripts and translations to the Adler School. Make sure you send in all your transcripts and order the course-by-course analysis.

English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a Bachelor's or Masters Degree in an accredited program in Canada or the United States may not be required to take the TOEFL.

Applicants must request that language proficiency test scores be sent directly to the School by the testing service. These test results are valid for two years.

TOEFL (www.ets.org/toefl)

The Adler School - Vancouver Campus' code number for receiving test scores is 6215.

Applicants who take the paper-based TOEFL must receive a minimum of 580.

Applicants who take the computer-based TOEFL must receive a minimum of 240.

Applicants who take the Internet-based TOEFL must receive a minimum of 92 with at least 22 on each of the four sections.

IELTS (www.ielts.org)

Applicants who take the IELTS must receive a minimum Academic score of 7 overall, with no band score lower than 6.5. 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, nonrefundable \$50 application fee, an autobiographical essay/personal statement, a resume or curriculum vitae, 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. Graduates of Adler School degree programs who are approved as SAL/NDS may take up to 18 credits within one academic year. 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 Masters degree program, and M.A. students may apply to change from one Adler School Masters 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.

Masters 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, a resume or curriculum vitae, and an official Adler School transcript. The application deadlines for Psy.D. applicants apply to Adler School Masters 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.

Re-admission

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 a leave of absence, withdrawal in good standing, or other absence including Adler School alumni who wish to return to the School.

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 grade earned 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.

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 not eligible for transfer credit, nor are requests to transfer electives or practicum/internship requirements.

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. Students cannot add courses or exams after the published add/drop period. Please consult the academic calendar for specific dates. Grades and credit are forfeited if a student is not officially registered for a course or exam. Students who wish to take more than 15 credits within a semester must receive written approval from their Program Director.

Students wishing to add courses or exams after the published add/drop period must submit written authorization from the course instructor to the Office of the Registrar. Payment in full is due to Student Finance before the course or exam can be added to the student's academic record. Financial aid recipients should consult with the Office of Financial Aid. Students risk forfeiture of all earned grades if they are not officially registered for a course or exam.

Class Attendance

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Fall/Spring Semesters

Students are responsible for maintaining regular and punctual attendance for 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 unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness 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 at the discretion of the faculty instructor. In those instances in which a class is offered in 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 for 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 unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness will receive a grade of "F" (Fail) and must repeat the course. In those instances in which a class is offered in 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.

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Students are responsible for regular and punctual attendance during each class session. Students who expect to miss or arrive late for a class must notify the instructor in advance. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. Students who miss more than two classes in a semester, for courses that meet once/week over a 14-week semester, will receive a grade of "F" (Fail) and must repeat the course. For courses that meet on a weekend intensive format, which involves three or

fewer class meetings in a semester, missing one class will result in a grade of "F" (Fail). For courses that meet once every other week (e.g., 7 full-day class meetings) over a 14-week semester, students who miss more than one class in a semester will receive a grade of "F" (Fail) and must repeat the course. 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.

Application of the Attendance Policy

The above policies establish the obligations of students to adhere to class attendance standards and the rights of Instructors to give students lower or failing grades for breaches of the policy. The policy is on an honor system where students are expected to be present for all classes and will notify the instructor if absent. Faculty may use their discretion on how to track attendance and recognize the honor system.

Instructors consider extenuating circumstances and/or student accommodation needs when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Thus, instructors may develop an alternative plan for students that are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

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 carrying a full-time load are encouraged to limit employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities.

Students registered for practicum, dissertation proposal, dissertation, or full-time 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 who register for Oral Defense only in any given term **are not** eligible for Title IV funding.

Course Drop and Withdrawal

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Students wishing to drop a course or exam must do so before or during the published add/drop period. Students who wish to drop a practicum or internship course must have prior approval from the Director of Community Engagement or Director of Training. Please consult the academic calendar for specific dates. The official date of the drop is the date the student drops the course via online registration system, WebAdvisor.

After the published add/drop period of a semester, electronic approval via e-mail from the student's Advisor or Program Director is required. Notifying the instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of the withdrawal is the date the student sends the e-mail request to withdraw from the course to their Advisor or Program Director. Students may not withdraw after the eighth week of a semester during the Fall and Spring terms. Please consult the academic calendar for the deadline to withdraw from a class during the summer term. 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. In addition, students may not withdraw from a course or exam after the published end date of the course or due date of the exam.

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.

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Students wishing to drop a course or exam must do so via the School's online registration system, WebAdvisor, during registration week. Students wishing to drop a course after registration week must do so in person by submission of the appropriate forms to the Registrar.

Notifying your instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of the withdrawal is the date the drop is processed online via Web Advisor or the date the drop form is received by the Registrar's Office. Students may not withdraw after the eighth week of a semester during the Fall and Spring terms. Please consult the academic calendar for the deadline to withdraw from a class during the summer term. 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. In addition, students may not withdraw from a course or exam after the published end date of the course or due date of the exam.

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 administratively withdrawn, 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, will be administratively withdrawn from the School unless they have obtained an approved leave of absence.

Students may be administratively withdrawn as a result of failure to maintain satisfactory academic progress, failure to adhere to School policy and procedures, or failure to maintain standards of professional conduct. In such cases, students are referred to the Student Comprehensive Evaluation Committee for review.

Administrative Withdrawal will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be re-considered for matriculation 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 and Appeal Policy posted online at www.adler.edu.

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

Withdrawal in Good Standing

Students may withdraw from the Adler 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 may not be subject to 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.

Masters students should 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. For degree programs with more than 60 total credits, students may need to take up to 14 credits every twelve months in order to complete their degree requirements within five years.

Doctoral students should 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 academic standing. Students who fail to maintain good academic standing are referred to the Student Comprehensive Evaluation Committee for review. The Student Comprehensive Evaluation Committee may require remediation activities or may render decisions resulting in dismissal of students who are not maintaining satisfactory progress in their degree program.

Professional Communication Skills

Excellent communication skills are a necessity for today's psychologists and counselors-in-training and foundational to their professional success. In order to ensure that Adler School students will be ready to become tomorrow's leaders, written and oral communications are evaluated throughout students' educational and training experiences, from admission to graduation.

The Adler School of Professional Psychology offers all students opportunities to develop their communication skills through academic coursework as well as through workshops and support services. The School conducts workshops, individual consultations, and other events on academic and professional communications and students who wish to improve their skills in these areas are encouraged to participate in these opportunities.

Students whose communication skills need further development, as determined by faculty or other community members, may be required by the school to fulfill an academic development plan. Such a plan may require satisfactory and timely completion of prescribed developmental activities. Students who do not successfully complete their academic development plan in a timely manner may be referred for review to the Student Comprehensive Evaluation Committee. Students may appeal the academic development plan requirement by meeting with their faculty advisor and submitting the "Professional Communications Petition to Appeal" form, together with any relevant supporting documentation, to their Department Chair.

Student Conduct and Comprehensive Evaluation

The School requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students' performance is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress and professional development (e.g. cognitive,

emotional, psychological, interpersonal, technical and ethical). Upon entry into the program, all Adler School students are provided with a statement regarding the ethical and moral responsibility of the Adler School to ensure that all students' conduct meets expected professional and ethical standards at all times. This statement is derived from the recommended policy language for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

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

Performance in courses, practica, internship, and qualifying examinations assess a broad range of areas of competency, endorsed by professional organizations such as the American Psychological Association, the Canadian Psychological Association, and the National Council of Schools and Programs in Professional Psychology, expected of students as they progress toward their degrees. To ensure that consistent and structured evaluation of students' performance in these areas of competency occurs throughout their education and training, the Adler School has developed the Student Learning Outcomes Assessment Program. This program is designed to provide multiple measures of students' performance in the areas of cognitive, emotional, psychological, interpersonal, technical and ethical functioning. The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability.

Performance in individual classes may not be predictive of performance in clinical training situations or on qualifying examinations. Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors and staff members.

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

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

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

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

Professional psychologists and counselors have a duty of care to the public and to society. This duty makes the assessment of students' clinical competency and suitability of particular importance. The School reserves the right to take disciplinary action or dismiss a student at any time when a student's academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct may be referred for review by the Training Committee or Student Comprehensive Evaluation Committees or face immediate dismissal.

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

Qualifying Examinations

In addition to satisfying course work, practica and other program requirements, masters programs require qualifying exams which may differ by program. Please consult the requirements for each program. Doctoral students must also pass qualifying examinations. Qualifying examinations are important capstone tasks, integrated throughout the doctoral curriculum, and providing 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, the exams 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 during first year courses. Students are required to conduct a critical review of relevant empirical and theoretical literature in psychology on an issue related to a community or social problem encountered at their practicum site. The topic of the capstone paper must be approved by the student's faculty advisor. The goal of the project is to assess the student's ability to conceptualize a community problem, integrate information from courses and the independent literature review and develop a plan and method of intervention 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 and related seminar must also be completed prior to engaging in the capstone task. Further information on the capstone examination is provided in the Community Service Capstone Paper - Handbook.

In addition to the Community Service Capstone Paper, students in the doctoral program are required to complete two additional qualifying examinations. The Doctoral Clinical Qualifying Examination, Assessment portion (DCQE: Assessment), is typically taken in the second year of the doctoral curriculum, and evaluates the student's ability to select, administer, interpret and report clinical data. In addition, students are required to provide a clinical conceptualization, including diagnosis, strengths and weaknesses and a plan for treatment for a client seen as part of the Assessment clinical practicum.

The Doctoral Clinical Qualifying Examination, Intervention portion (DCQE: Intervention) is typically completed in the third year of the doctoral program. Similar in structure and style to the DCQE: Assessment, this portion of the qualifying examination requires students to develop two comprehensive case conceptualizations, one based on Adlerian theory, the other founded on a theoretical approach selected by the student. The conceptual model is designed to incorporate diagnosis, treatment planning and evaluation of the course of treatment, with work samples from a treatment session presented.

Students enrolled in the Doctoral Program in Clinical Psychology, who are concurrently completing a Master of Arts degree, are required to successfully complete the Masters Clinical Qualifying Examination (MCQE). The MCQE consists of papers addressing issues of diversity and case conceptualization. It must be submitted within 30 days of the submission of a passing grade for the Doctoral Clinical Qualifying Examination: Assessment (DCQE: Assessment). Please consult with the relevant department chair (Counseling, Art Therapy, Police and Forensics, Marriage and Family) to determine submission deadlines and other requirements for the MCQE.

Successful completion of the doctoral qualifying examinations is required before students are authorized to begin the pre-doctoral internship. Failure of any portion of the examination will require re-registration for the examination in question in the subsequent term, and the grade of "NC" (No Credit) will appear on the transcript. Failing any portion of the examination twice will result in immediate referral to the Student Comprehensive Evaluation Committee (SCEC) and the student will face possible dismissal from the program for failure to progress.

Masters Level Licensure/Registration

Graduates of the Master of Arts programs in Counseling, 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. Students may have the opportunity, depending on their program, to apply voluntarily for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE), the same exam used for licensed professional counselor, before their graduation.

Graduates of the M.A. Counselling program at the Vancouver Campus are eligible for membership registration with the British Columbia Association of Clinical Counsellors (www.bccounsellors.org) and/or the Canadian Counselling and Psychotherapy Association (www.ccpa-accp.ca). For other specialized licensure/certification requirements, students should consult the appropriate degree section of the catalog.

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

Psychologists and Masters level professionals 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. Licensure at the Masters level typically requires completion of post-Masters supervised experience and successful completion of Licensed Professional Counselor and Licensed Clinical Professional Counselor Examinations as well as satisfaction of other requirements required by individual states or provinces.

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

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-		2.75
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
NP	No Progress	N/A
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 "NC" (No Credit) 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 NC will be referred to the Student Comprehensive Evaluation Committee (SCEC) for review. The "NC" 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 grade prior to the due date of the final requirement of the class in question.

For an Incomplete grade to be granted, students must file a completed Incomplete Agreement form with the Registrar that has been approved and signed by the instructor. The form states specifically 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" grades 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 (SCEC).

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 (SCEC) for evaluation. Students who do not meet with the Student Comprehensive Evaluation Committee when requested to do so may 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 seminar, practicum seminars, practicum/internship requirements, 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 notify the instructor. The instructor will work with the Office of the Registrar to review and correct any errors.

Students may file a grade appeal by following the procedures of the Grade Appeal Policy, which is posted online at <http://www.adler.edu>.

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

In addition, if a student is appealing a grade for a course that is a prerequisite for a subsequent 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.

VANCOUVER CAMPUS

Grade	Description	Grade Point
A+		4.25
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

Academic Standards

Students whose overall 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 (SCEC) for review. Students who do not meet with the Student Comprehensive Evaluation Committee when requested to do so may face immediate dismissal from the School. In the 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 take a Leave of Absence due to illness or other extenuating circumstances by completing a Leave of Absence form including required signatures and submitting it 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.

In order for a financial aid recipient to be approved for an LOA, the student must follow the Adler School’s LOA policy as outlined in the *Financial Aid and Student Accounts Handbook*. Because federal regulations state that LOA is only to be granted for a specific set of circumstances, any leave identified as ineligible per Title IV regulations may not be approved by the Director of Financial Aid and must be reported to the National Student

Loan Data System as a Withdrawal. Students are required to speak with the Office of Financial Aid before requesting a Leave of Absence (LOA) in order to receive full explanation of the procedure and the results of the LOA.

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.

Family Education Rights and Privacy Act (FERPA) – Chicago Campus

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, can do so by informing the Registrar's Office in writing.

Students, who believe their privacy has been violated, have the right to file a written grievance to the Associate Vice President of Student Affairs.

Personal Information Protection Act (PIPA) – Vancouver Campus

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 the 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 Associate Vice President of Student Affairs. The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

Any student with an appropriately documented disability, including psychological, medical, physical, visual, hearing, and learning disabilities (including ADHD/ADD), is eligible for reasonable accommodations. The Associate Vice President of Student Affairs will work directly with the student to develop a reasonable accommodation plan. Faculty should direct all students with inquiries or concerns regarding disabilities or accommodations to the Associate Vice President of Student Affairs. The Associate Vice President of Student Affairs will work with any faculty regarding the provision of reasonable accommodations to students with documented disabilities. Students seeking accommodations on the Vancouver campus should contact the Director of Admissions and Student Services.

Tuition and Fees

Chicago Campus

2012-2013 TUITION AND FEES SCHEDULE

Admissions Fees and Deposits

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

Tuition

Tuition – Standard MA Credit Hour	\$1,040
Tuition – Standard Psy.D. Credit Hour	\$1,160
Tuition – Dissertation Credit Hour	\$1,160
Tuition – Full-time Internship (per term)	\$1,160
Tuition – Half-time Internship (per term)	\$580
Tuition – CPD-MAP Rate w/Deferred Billing*	\$1,250
Tuition – Audit MA Credit Hour	\$520
Tuition – Audit Psy.D. Credit Hour	\$580

Course Fees

Fee – MA Prerequisite	\$1,560
Fee – Psy.D. Prerequisite	\$1,740
Fee – MA Professional Development Seminar	\$1,040
Fee – Psy.D. Professional Development Seminar	\$1,160
Fee – Doctoral Dissertation Preparation Seminar	\$200
Fee – Doctoral Dissertation Proposal	\$1,160
Fee – Doctoral Dissertation Proposal Continued	\$1,160
Fee – Doctoral Dissertation Continuation	\$2,320
Fee – Community Service Capstone Paper	\$1,160
Fee – M.A. Qualifying Exam	\$1,040
Fee – Psy.D. Qualifying Exam	\$1,160
Fee – Dissertation Defense	\$430

Lab/Testing Material Fees

Fee – PCO 569	\$30
Fee – MAO 584	\$189.50
Fee – PSY 627	\$350
Fee – PSY 628	\$300
Fee – PSY 683	\$305
Fee – CEN 720	\$225

Registration-based Fees

Fee – Student Services	\$245
Fee – Professional Liability Insurance (per term)	\$65
Fee – Professional Liability Insurance for Community Service Practicum (per term)	\$35

Degree Completion Fees

Fee – Graduation (per degree)	\$160
Fee – Continuing Ed Certificate Processing	\$35
Fee – Replacement Diploma	\$45

Other Fees

Fee – Writing Boot Camp	\$100
Fee – Course Drop	\$55

Fee – Late Registration	\$340
Fee – Returned Check (per occurrence)	\$55
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$170
Fee – Late Payment Fee	2% of balance

*To be eligible for Deferred Billing rate, you must be both (1) enrolled in the Masters of Police Psychology program; and (2) be a member of an Illinois Police Department. Please contact the Office of Student Accounts at studentaccounts@adler.edu for more information.

PAYMENT INFORMATION

Online tuition payments are accepted through WebAdvisor. Students may pay tuition and fees by e-check or MasterCard, Discover or American Express. Payments made through WebAdvisor will be assessed a convenience fee: 2.5% of the payment amount for credit card payments, and \$3.00 for e-check payments.

Payment may also be remitted by paper check or money order on campus at the Office of Student Accounts. 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 term. Payments made to the School are first applied against any previously existing balance, then to current charges.

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

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

TUITION REFUND POLICY

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 term has begun. Only tuition charges will be refunded based on the following schedule:

Fall & Spring Terms – On Campus and Online Classes

End of 7th calendar day of the term (11:59 PM)	100%
End of 14th calendar day of the term (11:59 PM)	50%
Third week through the end of term	0%

Summer Term – On Campus and Online Classes

End of 7th calendar day of the term (11:59 PM)	100%
End of 14th calendar day of the term (11:59 PM)	50%
Third week through the end of term	0%

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

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

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

Vancouver Campus

2012-2013 TUITION AND FEE SCHEDULE

Admissions Fees and Deposits (in Canadian Dollars)

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs (will be applied to first semesters tuition)	\$300
Deferral Fee	\$500

Tuition

Tuition (per credit hour)	\$760
Tuition – Audit (per credit hour)	\$380

Registration-Based Fees

Fee – Student Activity/Library Fee (per term)	\$175
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add Fee (per occurrence)	\$50
Fee –Pre-Practicum Skills Lab	\$300
Fee –Research program Fee	\$500
Fee – MA Thesis Continuation	\$760
Fee – MA Qualifying Exam	\$850

Miscellaneous Fees

Fee – Course Drop Fee: <i>See Tuition Refund Policy – Vancouver for details</i>	
Fee – Returned Cheque (per occurrence)	\$25

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 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

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:

- 1) Refunds before the program of study begins:
 - a) 100% tuition refund excluding the nonrefundable tuition deposit and all other fees, including a \$50 drop fee.

2) Refunds after the program of study starts:

- a) 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.
- b) 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.
- c) If a student withdraws or is dismissed after 30% of the program of study's duration, no refund is required.

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.

Financial Aid - Chicago Campus

The Adler School of Professional Psychology offers student financial assistance to eligible students via the U.S. Department of Education - Title IV Federal Assistance Program. A variety of financial tools are available to students while enrolled at the Adler School. These financial tools include the following options:

- Scholarships
- Direct Stafford Loans
- Direct Graduate PLUS Loans
- Alternative Loans (Available to U.S. Citizens and International Students)
- Federal Work Study
- Veterans Benefits
- Yellow Ribbon GI Education Enhancement Program
- DOD/MOU Military Active Duty Benefits

In order to be awarded financial assistance through the Office of Financial Aid, a student must complete a financial aid file and must meet all eligibility requirements. Students begin the financial aid process by completing and submitting a Free Application for 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 the Adler School must meet the following eligibility criteria:

- Be actively enrolled in a degree or certificate program at the 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.
- Psy.D. students receiving federal financial aid are eligible for a maximum of 10 years of federal financial assistance from the initial date of registration. All qualified Master students receiving federal financial aid are eligible for a maximum of 5 years of federal financial assistance from the initial date of registration. All qualified Certificate students receiving federal financial aid are eligible for a maximum of 2 years of federal financial assistance. Students who reach the maximum enrollment limit for receiving federal financial aid would need to file an appeal. Maintain at least half-time enrollment as defined by your academic program:
 - M.A. and Certificate candidates: at least 4 credit hours per academic term
 - Psy.D. candidates: at least 5 credit hours per academic term
 - 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:

- Hold U.S. citizenship or permanent resident status
- Be in good standing on all previously awarded federal funding.

Types of Financial Aid

We understand financing your graduate education is very important. As you are aware, graduate students are not eligible for federal and or state grants. The following types of aid are available at the Adler School.

UNSUBSIDIZED STAFFORD STUDENT LOANS

It is important to note that most students are eligible for Unsubsidized Stafford (Stafford) Loans regardless of credit history. Stafford Loans are eligible for consolidation, in-school deferment and six month grace period.

Repayment of federal loans does not begin until a student graduates, withdraws from school, or ceases to maintain at least half-time enrollment. Students are informed of Direct Stafford Loan awards in their Financial Aid Award Notice email. If students require additional aid, they can apply for either a Direct Graduate PLUS Loan or Alternative (Private) Loan.

Direct Stafford Loans for the 2012-13 academic year have a fixed interest rate of 6.8% with a 1% origination fee. Interest begins to accrue on unsubsidized loans immediately upon disbursement.

GRADUATE PLUS LOANS

Students may apply for the Grad PLUS loan to assist with supplemental funds. The Grad PLUS loans have a fixed interest rate of 7.9 percent and 4 percent origination fee. It has many of the same benefits as the Unsubsidized Stafford Loans such as eligible for consolidation, in-school deferment, and discharge upon the death or disability of the borrower. The Grad PLUS is a credit-based loan.

Direct Graduate PLUS Loans require credit approval. Direct Graduate PLUS Loans disbursed during the 2012-2013 academic year have a fixed interest rate of 7.9%, with a 4% origination fee. Direct Graduate PLUS Loans go immediately into repayment after the last term in which a student is enrolled at least half-time, unless the student applies for a deferment or forbearance to take effect upon graduation.

ALTERNATIVE LOANS

Alternative loans are private loans that cannot be consolidated with Direct Loans. Alternative Loans are not federal loans and are therefore available to international students and borrowers without a FAFSA. Interest rates on Alternative Loans are not fixed and can vary by lender and by borrower's credit rating.

Alternative loans require credit approval; and can require an additional endorser. International students may qualify for Alternative Loans if they have a co-signer who is a U.S. citizen or permanent resident.

FEDERAL WORK STUDY PROGRAM

The Federal Work Study Program provides meaningful work experience for eligible students who demonstrate financial need. While earning money to help pay educational expenses, students are encouraged to find work related to their course of study or interest as well as community service work.

Students who have filed a FAFSA, demonstrate financial need, and have room in their financial aid budget are eligible to participate in the Federal Work Study Program. Eligible students may apply for federal work study positions that are posted on the School's intranet campus community.

SCHOLARSHIPS

Adler School Scholarships

The Adler School is committed to enrolling a diverse and outstanding student body. As such, we offer scholarships for both incoming and current students ranging up to \$10,000. Adler School applicants and full-time students are eligible to apply for institutional scholarships. Descriptions of each scholarship and application information can be found on both the Adler School website and the School's online learning community portal called Moodle.

Other Scholarships

The Office of Financial Aid provides information regarding opportunities for external scholarships through the Adler School's online campus community.

For more information, please see the *Financial Aid and Student Accounts Handbook*, available on the school's website or through the Office of Financial Aid.

VETERANS' BENEFITS

Students eligible for U.S. Veterans' benefits are encouraged to consult with the Office of Financial Aid regarding opportunities for Veterans educational benefits. Funds are processed according to Title 38, Sections 1651 and 1701, of the State Approval Agency for Veterans 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 is a proud participant of the U.S. Department of Veterans Affairs (VA) Yellow Ribbon Program through which the School is able 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. To view the information online, visit <http://www.gibill.va.gov>, click on "Post-9/11 GI Bill and Other Programs" at the bottom of the page and then click "The Yellow Ribbon Program" on the right.

Changes to Federal Loans for 2012-2013

FEDERAL CHANGES TO STUDENT LOANS FOR GRADUATE AND PROFESSIONAL STUDENTS

Effective for loans made for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are eligible to receive Federal Direct Unsubsidized Loans to fulfill their eligibility. After this date, federal Subsidized Stafford loans will no longer be made available to graduate students. This change by the Department of Education restricted students enrolled in graduate education across the United States from accessing subsidized student loans beyond July 1, 2012. Adler School students who are eligible for federal student loans will be able to access Unsubsidized Stafford Loans to fulfill their eligibility. The annual loan limit for graduate and professional students remains \$20,500 for M.A. students and \$37,165 for Psy.D. students.

Financial Aid Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) is used to define successful completion of coursework to maintain eligibility for student federal financial aid. The U.S. Department of Education's federal regulations require the Adler School of Professional Psychology to establish, publish, and apply standards to monitor student progress toward completion of a certificate or degree program. If a student fails to meet these standards, they will be placed on a financial aid warning and/or suspension.

There are three parts to the Satisfactory Academic Progress Policy:

- Grade Point Average (Overall)(GPA)
- Cumulative (Overall) Progress
- Timely Degree Completion

Students need to comply with **all requirements** to remain eligible for federal financial aid, as detailed below:

Grade Point Average (Overall GPA)

The Satisfactory Academic Progress Policy requires that students maintain a minimum cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) in order to remain eligible for federal financial aid. If a student drops below a cumulative GPA of 3.0 they will be placed on a financial aid warning. Once a student is on a financial aid warning, they may continue to receive federal financial aid, but will be expected to meet the minimum standards (3.0 cumulative) in the following term. However, the student will be expected to maintain Satisfactory Academic Progress until the end of the warning term in order to continue to receive financial aid for future terms.

Cumulative (Overall) Progress

The Satisfactory Academic Progress Policy contains a quantitative component, meaning that students are required to make steady progress toward a degree by completing at least 70% of all attempted credit hours. For example, if a student has attempted 30 credit hours total, then they would be expected to complete at least 21 of these credit hours in order to comply with the minimum quantitative standards (Note: all transfer credits figure into credit hours attempted calculation). If a student does not successfully complete at least 70% of all credit hours attempted, they will be placed on a financial aid warning at the end of the term. Once a student is on a financial aid warning they may continue to receive federal financial aid for the following term. However, the student will be expected to maintain Satisfactory Academic Progress until the end of the warning term in order to continue to receive federal financial aid for future terms.

Timely Degree Completion

All qualified Psy.D. students receiving federal financial aid are eligible for a maximum of 10 years of federal financial assistance from the initial date of registration. All qualified Master students receiving federal financial aid are eligible for a maximum of 5 years of federal financial assistance from the initial date of registration. All qualified Certificate students receiving federal financial aid are eligible for a maximum of 2 years of federal financial assistance. Students who reach the maximum enrollment limit for receiving federal financial aid would need to file a financial aid appeal.

FINANCIAL AID WARNING AND SUSPENSION

When a student fails to meet one or more of the Satisfactory Academic Progress requirements, they are placed on a financial aid warning at the end of that term. Once a student is on a financial aid warning they may continue to receive federal financial aid for the following term. However, the student will be expected to maintain Satisfactory Academic Progress until the end of the warning term in order to continue to receive federal financial aid for future terms. Failure to meet the requirements after the warning term will result in a financial aid suspension.

Students on a financial aid suspension will have all federal financial aid cancelled for future terms. Once a student's financial aid eligibility has been suspended, notification will be sent to the student stating the reason and the procedure for appealing the decision. Federal financial aid will not be reinstated unless the student's appeal is granted.

FINANCIAL AID APPEAL PROCEDURE

To appeal, a student must submit all required documents listed below within ten days of the date of the email notification of warning or suspension that was sent to the student. If no appeal is filed within the ten-day appeal period, the decision becomes final, and the student is not eligible for future appeal.

1. A signed and dated letter to the Director of Financial Aid describing the specific reason(s), events, or circumstances that prevented the student from meeting the Satisfactory Academic Progress requirements
2. A Corrective Action Plan to improve Satisfactory Academic Progress
3. Documentation of a discussion between the student and the student's academic advisor regarding the Corrective Action Plan (This documentation must be signed by the academic advisor.)
4. Documentation of an extenuating circumstance (examples include, but are not limited to, student illness, family illness, or death in the family.)

Once the Financial Aid Appeals Committee has reviewed the appeal and made their determination, the student will be notified via email of the decision. The Financial Aid Appeals Committee's decision is final. Students may submit multiple appeals, but the reason or rationale of the appeal must be different than previous Satisfactory Academic Progress appeals submitted by the student. If the Financial Aid Appeals Committee approves the appeal, the student will be eligible to receive federal financial aid for the following term and will be on financial aid probation. When appeals are approved, the committee will require that the Corrective Action Plan be maintained each term. If at any time the Satisfactory Academic Progress policy is not maintained, the student's federal financial aid will be permanently suspended.

The Satisfactory Academic Progress Policy applies to students receiving federal student aid through the following programs:

- Federal Direct Stafford Loans
- Federal Direct Graduate PLUS Loan

- Federal Work Study
- All state and federal military benefits

COURSE IN PROGRESS

Satisfactory Academic Progress cannot be calculated until 2 weeks after the term ends. At this time final grades should be posted to students' transcripts. If a student has a Course In Progress (CIP) on his/her transcript this means that no grade was assigned to the course. If a student is missing a grade (s) for any term financial aid Satisfactory Academic Progress cannot be calculated. Due to the Department of Education regulation the Office of Financial Aid must put a hold on all future federal financial aid disbursements and student refund checks until a passing grade is posted.

REPEATED COURSES

Students who receive a grade of a W, D, or F may repeat the course one time only and still receive federal financial aid. Both grades will be calculated in their financial aid Satisfactory Academic Progress cumulative grade point average and overall hours attempted/completed.

AUDITED COURSES

Audited courses do not affect students' GPA or overall cumulative Completion Rate. Audited courses are **not** covered by federal financial aid funds.

NO CREDIT, NO PASS

A No Credit grade (NC) or a No Pass grade (NP), for financial aid Satisfactory Academic Progress, is considered a failing grade on a program requirement; these grades can result in both a dismissal and/or administrative withdraw. Both NC and NP grades will not be calculated into a student's cumulative GPA or overall Completion Rate. Receiving these types of grades could result in a full or partial return of financial aid funds. If a student receives NC or NP for a program requirement, the student may repeat the class one time only and still receive federal financial aid.

INCOMPLETES

An Incomplete grade (I) for financial aid Satisfactory Academic Progress will calculate into a completion rate as credit hours attempted but not successfully earned. A student will have until the last day of the following term to successfully complete and earn a passing grade of A, B, C, P, IP or CR. If a student does not complete or earn a passing grade by the end of the following term an "F" grade will be posted.

READMITTED STUDENTS

Students who have been readmitted will need to be in compliance with financial aid Satisfactory Academic Progress Policy to be eligible for federal financial aid funds.

LEAVE OF ABSENCE

A Leave of Absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during a program when a student is not in attendance. In order for a financial aid recipient to be approved for an LOA, the student must follow the Adler School's LOA policy as outlined below:

1. The student is required to use the official *Request for Leave of Absence* form, provided by the Office of the Registrar, and include on the form the reason for the LOA request.
2. In order for the Office of Financial Aid to approve an LOA status, the student must provide documentation of extenuating circumstances (i.e. medical, death, divorce).
3. There must be a reasonable expectation that the student will return from the LOA.
4. The school must approve the student's request for an LOA in accordance with the school's policy. Since federal regulations are very clear that LOA is only to be granted for a specific set of circumstances, **any leave not approved as an official LOA by the Director of Financial Aid will be reported to the National Student Loan Data System as a Withdrawal.**
5. The LOA together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. *Please note that 180 is less than two (2) academic terms at the Adler School. After 180 days have passed, the LOA automatically becomes a withdrawal and any unearned Title IV funds will be immediately returned, causing the student to owe balance. The student's failure to return from a LOA may have an effect on the student's loan repayment terms, including the expiration of the student's grace period.*

Students are required to speak with the Office of Financial Aid before requesting a Leave of Absence (LOA) in order to receive full explanation of the procedure and the results of the LOA.

WITHDRAWAL OR ADMINISTRATIVE WITHDRAWAL

If a student withdraws from all classes or drops below half-time enrollment, during the 100% or 50% drop period, all financial aid funds are returned.

If a financial aid recipient finds it necessary to withdraw from all classes after the 50% drop period, the Office of Financial Aid, as well as the student, may be required to return part or all federal financial aid funds. The Adler School is required to determine the earned and unearned portions of Title IV aid as of the date the Office of Financial aid is notified through a completed and signed *Request for Student Withdrawal* form available through the Office of the Registrar.

Up through the 60% point in each payment period or period of enrollment, a prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

Students are required to speak with the Office of Financial Aid before withdrawing from any or all courses in order to receive full explanation of the procedure and the results of withdrawal.

If the student is administratively withdrawn, after review by the Student Comprehensive Evaluation Committee (SCEC), a Return of Title IV calculation will be performed in order to determine the percentage of federal financial aid the student is allowed to retain for the term; any remainder will be canceled and the student will owe a balance. If a student is under review by SCEC, the Office of Financial Aid reserves the right to hold the student's federal financial aid funds until a final decision is made. After the final SCEC decision is made, the Office of Financial Aid reserves the right to return part or all of a student's federal financial aid. As a result, the student will be responsible for any remaining balance.

HOW SPECIFIC GRADES CAN HAVE A NEGATIVE EFFECT ON FEDERAL FINANCIAL AID ELIGIBILITY

The chart below illustrates how specific grades can determine a student's eligibility to receive federal financial aid and how it can affect a student's financial aid satisfactory academic progress. Please review the last column to be sure your financial aid eligibility is not in jeopardy.

Grade Earned	Affects Overall Credits Attempted	Affects Overall Credits Completed	Affects Overall GPA	May Negatively Impact Financial Aid Eligibility
A	√	√	√	
B	√	√	√	
C	√	√	√	√
D	√	√	√	√
F	√	√	√	√
CR (for a 1+ credit hour class)	√	√		
CR (for a 0 credit hour class)				
NC (for a 1+ credit hour class)	√	√		√
NC (for a 0 credit hour class)				√
I	√	√		√
IP	√	√		
*CIP (missing grade)	√	√		√
P	√	√		
NP				√
W	√	√		√
TR	√	√		
**AU				

*The Office of Financial Aid will not disburse funds until a grade is posted for the student.

**All audited classes are not eligible for federal financial aid.

Financial Aid Disbursement Timeline

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. In order for students to receive their financial aid disbursements in a timely manner, we strongly recommend that financial aid recipients finalize their course registration at least two weeks prior to the start of a term. Students may add 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.

Debt Management and Loan Counseling

Recipients of financial aid 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 Direct 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 the Adler School of Professional Psychology.

International Students - Chicago Campus

International students are eligible for Alternative Loans. Alternative Loans are approved based on credit ratings and 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.

Adjustments and Cancellations

The Office of Financial Aid reserves the right to modify a student's financial aid award at any time during the academic year. The following circumstances could lead to an adjustment or cancellation of financial aid awards:

- The student receives additional funding not listed on their Institutional Application such as private scholarships, vocational rehabilitation assistance, veterans benefits, employee tuition assistance, fellowships, etc.
- The student participates in the Federal Work Study program, and their projected earnings for a term exceed their financial aid budget allowance. The student will be required to either work fewer hours or have a portion of their loan monies returned to the Department of Education.
- The student fails to maintain satisfactory academic progress.
- If the amount of Direct Stafford Loans the student has been awarded is projected to exceed their lifetime aggregate limit, their award will be modified to ensure the student does not exceed this limit.
- During any term that the student is not enrolled at least half-time, they will be ineligible to receive financial aid and their award for the term will be canceled.
- If a student withdraws from all classes or drops below half-time enrollment, during the 100% or 50% drop period, all financial aid funds are returned.
- If a financial aid recipient finds it necessary to withdraw from all classes after the 50% drop period, the Office of Financial Aid, as well as the student, may be required to return part or all federal financial aid funds. The Adler School is required to determine the earned and unearned portions of Title IV aid as of the date the Office of Financial aid is notified through a completed and signed *Request for Student Withdrawal* form available through the Office of the Registrar.
- Up through the 60% point in each payment period or period of enrollment, a prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

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 percent (40 percent 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/eng/learning/canada_student_loan/index.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.

Maximum funding limits - weekly

2012/2013 Weekly Maximums

- If you have dependent children, you can receive up to \$510 per week in combined loan and grant funding.
- If you do not have dependent children, you can receive up to \$320 per week of full-time study.
- The total amount you receive is determined by the length of your study period.

Grants

CANADA STUDY GRANT FOR STUDENTS WITH DEPENDENTS (CSG)

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

The CSG is not 'additional' assistance. The weekly program maximum of \$510 per week of study applies.

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

CANADA STUDY GRANT FOR THE ACCOMMODATION OF STUDENTS WITH PERMANENT DISABILITIES (CSG-PD)

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

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

- Sign language interpretation;
- Specialized tutoring services (for disability-related learning barriers);
- Note-takers;
- Readers;
- Attendant care (while at school);
- Specialized transportation (e.g. handyDART to and from institution only);
- Alternate formats (e.g. large or Braille print, talking textbooks);

- Technical or recording equipment, including Braille, talking calculator, and tape recorders;
- Computers and other adaptive technical aids and software;
- Reimbursement of 75% of the cost of a Learning Disability Assessment up to \$1,200 (if the assessment meets ministry criteria)

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

CANADA ACCESS GRANT FOR STUDENTS WITH PERMANENT DISABILITIES (CAG-PD)

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

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

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

International Students - Vancouver Campus

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

Programs of Study – Chicago Campus

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. Because of the demands required for students seeking graduate education and training in professional psychology, it is strongly recommended 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 Psychology: Specialization in Sport and Health Psychology
- Counseling Psychology: Specialization in Forensic Psychology
- Counseling and Organizational Psychology
- Gerontological Counseling
- Marriage and Family Therapy
- Police Psychology
- Criminology (Online)
- Industrial and Organizational Psychology (Online)

Certificate Programs in:

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

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

- Tracks offered (Psy.D. Program)
 - Military Psychology
 - Child and Adolescent Psychology

Concentrations offered (Psy.D. program):

- Advanced Adlerian Psychotherapy
- Art Therapy
- Clinical Neuropsychology
- Marriage and Family Therapy
- Organizational Development
- Primary Care Psychology
- Traumatic Stress Psychology
- Substance Abuse

M.A. in Counseling Psychology – Chicago Campus

The Master of Arts degree in Counseling Psychology (MAC) prepares students to be knowledgeable in foundational theories and methods of counseling. The program offers traditional graduate degree training coupled with an emphasis on the education and training in socially responsible practice. This comprehensive program can be completed in a 2 year period as a full-time student including summer semesters. Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors. Graduates are eligible to apply for licensing as a 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 credentialing boards can be found on the website of the National Board for Certified Counselors (NBCC) at <http://www.nbcc.org>.

The MAC program has received National Certified Counselor Credentialing by the National Board of Certified Counselors. This provides students with the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE) before graduation. Upon degree completion, students can submit their passing NCE scores to the state board toward the fulfillment of state licensing requirements. It should be noted that not all states require the NCE. Students are strongly encouraged to check state exam requirements before taking the NCE.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 9 semester credit hours in psychology with grades of “C” or better. These courses need to include general or introductory psychology, abnormal psychology, and research methods or statistics. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student’s first semester at Adler School.

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

Degree Requirements

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

PCO-210	Professional Development Seminar	0 cr.
PCO-211	Community Service Seminar I	1 cr.
PCO-212	Community Service Seminar II	1 cr.
PCO-213	Community Service Practicum I	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
MAC-472	Basic Skills for Psychotherapy I	3 cr.
MAC-473	Basic Skills for Psychotherapy II	3 cr.

PCO-497	Research Methods	3 cr.
MAC-502	M.A. Practicum Seminar I	2 cr.
MAC-503	M.A. Practicum Seminar II	2 cr.
MAC-505	Professional Development, Issues, and Ethics	3 cr.
MAC-506	M.A. Practicum I	1 cr.
MAC-507	M.A. Practicum II	1 cr.
MAC-516	Individual Appraisal for Counselors in Practice	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
PCO-623	Life Span Development	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAF-662	Models of Couple and Family Counseling	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.
MAC-995	Masters Clinical Qualifying Examination	0 cr.
	Elective	3 cr.

Total Credit Hours: 60

Elective Course Options

CES-436	Bio-Psycho-Social-Spiritual Aspects of Addictions
CES-437	Treatment of Addictive Disorders
MAC-599	Special Topics in Counseling
MAF-653	Introduction to Sex Therapy
PCO-699	Using Art in Treatment

Curriculum Sequence

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar	0 cr.
PCO-350	Community Psychology	3 cr.
MAC-505	Professional Development, Issues, and Ethics	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-623	Life Span Development	3 cr.

Term Credits = 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
PCO-337	Group Psychotherapy	3 cr.
MAC-472	Basic Skills for Psychotherapy I	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.

Term Credits = 14

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAC-473	Basic Skills for Psychotherapy II	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

MAC-502	M.A. Practicum Seminar I	2 cr.
MAC-506	M.A. Practicum I	1 cr.
PCO-497	Research Methods	3 cr.
MAC 516	Appraisal of Individual Counselors in Practice	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.

Term Credits = 12

Spring Term

MAC-503	M.A. Practicum Seminar II	2 cr.
MAC-507	M.A. Practicum II	1 cr.
MAF-662	Overview of Marriage and Family Models	3 cr.
MAC-995	MAC Comprehensive Examination	0 cr.

Term Credits = 6

Summer Term

PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.

Term Credits = 5

Elective (can be taken anytime in Year Two) 3 cr.

Total Credit Hours = 60

Graduation Requirements

1. Satisfactory completion of all required 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 MAC Comprehensive Examination.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

Practicum

Please see "M.A. Programs – Practicum Requirements" section for details regarding practicum requirements for all M.A. degree programs.

Qualifying Examination

The examination allows for an assessment of the expected core student learning outcomes for students who complete the master's in counseling program. These outcomes are:

1. Ability to demonstrate mastery knowledge in the core counseling competencies
2. Ability to demonstrate clinical skills for entry level counseling practice at the master's level.
3. Ability to conceptualize from an Adlerian and an additional theoretical perspective while writing an effective treatment plan.
4. Ability to recognize ethical, legal, and multicultural issues.

Qualifying Exam format and description can be found in the MACQE Manual.

M.A. in Counseling Psychology - Online/Hybrid Format

This Master of Arts degree in Counseling Psychology (online/hybrid) is 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 a traditional graduate degree level training program coupled with Adler School's emphasis on the education and training in socially responsible practice using an online/hybrid format.

This comprehensive graduate program is designed for working professionals and is delivered on a part-time basis. Blended courses offer an online and a campus residence experience. 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. While 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. 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>.

This program is approved by the National Board of Certified Counselors (NBCC) as a participant in the Graduate Student Application program (www.nbcc.org). It provides eligible students with the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE). Upon graduation, students can submit their pass scores to The Illinois Department of Professional Regulations (IDPR) in fulfillment of state licensure requirements.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 9 semester credit hours in psychology with grades of "C" or better. These courses need to include general or introductory psychology, abnormal psychology, and research methods or statistics. Equivalent coursework in other social sciences may also be considered. All prerequisites need to be completed by the end of a student's first semester at Adler School. Students entering in the January semester should refer to the Adler School website (www.adler.edu) for the most up-to-date prerequisite requirements.

Approved applicants will need to complete either an in-person or 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 consult with their advisor in order to determine the optimal course sequence for them to satisfy prerequisites requirements and prepare for practicum placement.

The program is designed for part-time delivery and can be completed in either three or four years. Students can take two or more courses per semester so that they can achieve a desired work-life balance. Blended courses require a mandatory residence component. Residence time occurs at the Chicago campus three times per year on designated weekends (one or two intensive days) in Fall, Spring and Summer semesters.

* MAC-208	Professional Development Seminar	3 cr.
* PCO-337	Group Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
MAC-505	Professional Development, Issues and Ethics	3 cr.
* MAC-510	Preparation for Counseling Practice	3 cr.
* MAC-516	Individual Appraisal for Counselors in Practice	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
* MAC-537	M.A. Practicum & Seminar I	3 cr.
* MAC-538	M.A. Practicum & Seminar II	3 cr.
* PCO-569	Lifestyle & Career Development	3 cr.
PCO-623	Life Span Development	3 cr.
PCO-647	Biopsychosocial Basis of Health & Dysfunction for Counselors	3 cr.
* MAF-662	Overview of Marriage & Family Therapy Models	3 cr.
PCO-671	Structural & Systemic Bases of Health & Dysfunction	3 cr.
MAC-679	Counseling Multicultural & Marginalized Communities	3 cr.
* MAC-906	Community Engagement Project & Capstone	3 cr.
MAC-995	Master of Arts Qualifying Examination (MAQE)	0 cr.

Total Credit Hours: 60

* = Course requires a residency component.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of counseling 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 Qualifying Examination, (MAQE).
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 Capstone Project

The community engagement capstone project 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.

Please see “M.A. Programs –Practicum Requirements” section for details regarding practicum requirements for all M.A. degree programs.

M.A. in Counseling Psychology - Art Therapy

The purpose of the Adler School Counseling Psychology: Art Therapy Program is to provide education and clinical training in art therapy and counseling within the context of the Adlerian principles of social responsibility, service in the community and cultural competence. The MAT program focuses on the process of art-making for self-expression and communication.

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. The program requires 63 credit hours in coursework including 700 hours of art therapy practicum that is completed over a nine to twelve month period. Some students may not be able to complete their 700 supervised hours within the nine month time frame and will need to continue their MAT Practicum and Practicum Seminar into the summer term of their second year. They would then enroll in Practicum Continued, PCO-610, and MAT Practicum Seminar, MAT-468, both of which were developed for students who need more time for completion. 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.

After completing graduate studies and 1000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). 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 by the Art Therapy Credentials Board.

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. 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.

Program-Specific Minimum Admission Requirements

Applicants to this program are typically required to present the following:

- 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 15 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, Life Span Development, and psychometrics or research methods. All prerequisites should be completed by the end of a student's first semester at Adler School.
- 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:

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
* MAT-344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
* MAT-345	Assessment, Diagnosis and Treatment Planning in Art Therapy (and Lab)	3 cr.
* MAT-346	Use of Art in Group Therapy	3 cr.
PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* MAT-450	Lifespan Development in Art Therapy	3 cr.
MAT-451	Socio-cultural and Multicultural Approaches in Art Therapy	3 cr.
MAT-452	Theories and Methods of Intervention in Art Therapy I: Families	3 cr.
* MAT-453	Theories and Methods of Intervention in Art Therapy II	3 cr.
MAT-466	Studio Art	3 cr.
MAT-467	MAT Practicum Seminar I	2 cr.
MAT-468	MAT Practicum Seminar II	2 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
MAT-480	MAT Practicum I	1 cr.
MAT-481	MAT Practicum II	1 cr.
PCO-497	Research Methods (section for art therapy students)	3 cr.
* MAT-505	Professional Development, Issues and Ethics in Art Therapy	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAT-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 63

* = Required before beginning art therapy practicum

Curriculum Sequence

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar	0 cr.
MAT-344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
MAT-450	Lifespan Development in Art Therapy	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
MAT-345	Assessment, Diagnosis and Treatment Planning in Art Therapy (and Lab)	3 cr.
MAT-346	The Use of Art in Group Therapy	3 cr.
PCO-350	Community Psychology	3 cr.
MAT-505	Professional Development – Issues and Ethics in Art Therapy	3 cr.

Term Credits = 14

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
MAT-466	Studio Art	3 cr.
PCO-472	Basic Skills for Psychotherapy	3 cr.
MAT-451	Multicultural, Socio-cultural approaches in Art Therapy	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

MAT-452	Theories and Methods of Art Therapy Intervention I: Families	3 cr.
MAT-453	Theories and Methods of Intervention in Art Therapy II: Trauma	3 cr.
MAT-467	Art Therapy Practicum Seminar I	2 cr.
MAT-480	Art Therapy Practicum I	1 cr.
PCO-520	Theories of Psychotherapy	3 cr.

Term Credits = 12

Spring Term

PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
MAT-468	Art Therapy Practicum Seminar II	2 cr.
MAT-481	Art Therapy Practicum II	1 cr.
PCO-497	Research Methods (MAT Only)	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.

Term Credits = 11

Summer Term

MAT-995	Master's Clinical Qualifying Examination	0 cr.
PCO-569	Lifestyle and Career Development	3 cr.

Term Credits = 3

Total credits = 63

Graduation Requirements

1. Satisfactory completion of all required 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/internship 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

Please see "M.A. Programs –Practicum Requirements" section for details regarding practicum requirements for all M.A. degree programs.

M.A. in Counseling Psychology – Specialization in Forensic Psychology

The Master of Arts in Counseling Psychology specialization in Forensic Psychology (MAC-F) prepares students to assess, treat and apply counseling psychology to forensic settings. Courses in the program focus on developing the knowledge and skills necessary to assist with the unique challenges facing incarcerated individuals and their families. Courses also focus on preparing students to provide ethical, high quality services to culturally diverse individuals and organizations -- both within and outside of the criminal justice system. The program combines rigorous academic instruction with field placements through which students achieve hands on experience under the supervision of licensed professionals. Counselors with specialized training in Forensic Psychology may be employed by law enforcement agencies, correctional facilities, private law firms, the Court system, child advocacy centers, - behavioral health units, and community mental health agencies. 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.

The specialization in Forensic Psychology consists of specialized coursework in forensic evaluation, - treatment of forensic populations, aggression and social deviance, within the framework of the existing 64 credit MA Counseling Psychology degree program, for a total of 64 credits. This comprehensive graduate program can be completed in 24 months of full-time attendance. Students who successfully complete the sequence of courses in the Master of Arts in Counseling Psychology Specialization in Forensic Psychology are prepared to apply for Professional Counselor licensure (LPC) in Illinois, and are well prepared for a wide variety of community mental health positions in criminal justice agencies and organizations in the public and private sectors. The program has been approved by the National Board of Certified Counselors (NBCC) for students to take the National Counselor Exam (NCE), a nationally recognized prestigious credential.

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 American Counseling Association at <http://www.counseling.org> and the National Board of Certified Counselors at <http://www.nbcc.org>.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 9 semester credit hours in psychology with grades of “C” or better. These courses should include general or introductory psychology, abnormal psychology, and research methods or statistics. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student’s first semester at Adler School.

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

Degree Requirements

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

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
MACF-502	Test & Measures in Forensic Psychology	3 cr.
* MAC-505	Professional Development, Issues and Ethics	3 cr.
MACF-506	Roles & Directions in Forensic Psychology	3 cr.
MACF-507	Treatment in Forensic Populations	3 cr.
MACF-508	Violence, Aggression & Social Deviance	3 cr.
MACF-509	Trauma, Victimology, Theory, Practice & Skill Building	3 cr.
MACF-510	M.A. Practicum Seminar I	1 cr.
MACF-511	M.A. Practicum Seminar II	1 cr.
MACF-512	M.A. Practicum I	1 cr.
MACF-513	M.A. Practicum II	1 cr.
MACF-514	Practicum Seminar Continued	2 cr.
* PCO-520	Theories of Psychotherapy	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.

PCO-610	Practicum Continuation	0 cr.
* PCO-623	Life Span Development	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAF-662	Overview of Marriage and Family Therapy Models	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.
MACF-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 64

* = Required before beginning counseling practicum

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar	0 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-472	Basic Skills for Psychotherapy	3 cr.
MACF-506	Roles & Directions in Forensic Psychology	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.

Term Credit Hours: 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
MAC-505	Professional Development, Issues and Ethics	3 cr.
PCO-623	Life Span Development	3 cr.
PCO-647	Biopsychosocial Bases of Health & Dysfunction for Counselors	3 cr.

Term Credit Hours: 11

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-350	Community Psychology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
MACF-508	Violence, Aggression & Social Deviance	3 cr.

Term Credit Hours: 11

YEAR TWO

Fall Term

PCO-337	Group Psychotherapy	3 cr.
MACF-502	Tests and Measures in Forensic Psychology	3 cr.
MACF-510	M.A. Practicum Seminar I	1 cr.
MACF-512	M.A. Practicum I	1 cr.
MAC-679	Counseling Multicultural & Marginalized Populations	3 cr.

Term Credit Hours: 11

Spring Term

MACF-507	Treatment in Forensic Psychology	3 cr.
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MACF-509	Trauma, Victimology, Theory, Practice & Skill Building	3 cr.
MACF-511	M.A. Practicum Seminar II	1 cr.
MACF-513	M.A. Practicum II	1 cr.
PCO-569	Life Style and Career Development	3 cr.

Term Credit Hours: 11

Summer Term

PCO-497	Research Methods	3 cr.
PCO-610	Practicum Continuation	0 cr.
MACF-514	Practicum Seminar Continued	2 cr.
MAF-662	Overview of Marriage & Family Therapy Models	3 cr.
MACF-995	Masters Clinical Qualifying Examination	0 cr.

Term Credit Hours: 8

Total Credits: 64

Graduation Requirements

1. Satisfactory completion of all required 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+" or below.
5. Successful completion of the MAC Comprehensive Examination.
6. Successful completion of the Counselor Preparation Comprehensive Exam (CPCE)
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 Counseling Psychology: Specialization in Forensic Psychology.

Practicum

Please see "M.A. Programs –Practicum Requirements" section for details regarding practicum requirements for all M.A. degree programs.

M.A. in Counseling Psychology – Specialization in Rehabilitation Counseling

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. The program is accredited by the Council on Rehabilitation Education.

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> and <http://www.crccertification.com>.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 9 semester credit hours in psychology with grades of “C” or better. These courses need to include general or introductory psychology, abnormal psychology, and research methods or statistics. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student's first semester at Adler School.

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

Degree Requirements

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

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
MACR-500	Foundations of Rehabilitation Counseling	3 cr.
MACR-501	Individual Appraisal and Assessment Methods in Rehabilitation Counseling	3 cr.
MACR-502	Medical and Psychosocial Aspects of Disability	3 cr.
MACR-503	Vocational Rehabilitation and Job Placement	3 cr.
MACR-504	Advocacy, Community Outreach and Case Management in Rehabilitation Counseling	3 cr.
* PCO-505	Professional Development, Issues and Ethics	3 cr.
* PCO-520	Theories of Psychotherapy	3 cr.
MACR-556	MACR Practicum/Internship I	1 cr.

MACR-557	MACR Practicum/Internship Seminar I	1 cr.
MACR-558	MACR Practicum/Internship Seminar II	1 cr.
MACR-559	MACR Practicum/Internship II	1 cr.
PCO-569	Lifestyle and Career Development	3 cr.
* PCO-623	Lifespan Development	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAF-662	Overview of Marriage and Family Therapy Models	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.
MACR-995	Master's Clinical Qualifying Examination	0 cr.
	Elective	3 cr.

Total Credit Hours: 65

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar	0 cr.
PCO-623	Lifespan Development	3 cr.
PCO-472	Basic Skills for Psychotherapy	3 cr.
MACR-500	Foundations of Rehabilitation Counseling	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.

Term Credits = 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
PCO-337	Group Psychotherapy	3 cr.
MACR-502	Medical and Psychosocial Aspects of Disability	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 11

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-505	Professional Development, Issues and Ethics	3 cr.
PCO-350	Community Psychology	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

PCO-504	Advocacy, Community Outreach & Case Management in Rehabilitation Counseling	3 cr.
MACR-556	MACR Practicum/Internship I	1 cr.
MACR-557	MACR Practicum/Internship Seminar I	1 cr.

MACR-501	Individual Appraisal and Assessment Methods in Rehabilitation	3 cr.
	Elective	3 cr.
		Term Credits = 11

Spring Term

MACR-558	MACR /Internship Seminar II	1 cr.
MACR-559	MACR Internship II	1 cr.
PCO-569	Lifestyle and Career Development	3 cr.
MACR-503	Vocational Rehabilitation and Job Placement	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.
MACR-995	Master's Clinical Qualifying Examination	0 cr.
		Term Credits = 11

Summer Term

PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-497	Research Methods	3 cr.
MAF-662	Overview of Marriage and Family Models	3 cr.
		Term Credits = 9

Total Credit Hours: 65

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 100 minimum hours of supervised practicum, with at least 40 hours of direct service to persons with disabilities, and at least 600 hours of internship, with at least 240 hours of direct service to persons with disabilities.
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.

Program Specific Practicum and Internship

Students in the MACR Program acquire and develop practical clinical skills in rehabilitation counseling and general counseling through clinical practicum and internship in the second year. Students spend roughly twenty hours per week over nine to twelve months at an approved MACR site. A minimum of 700 hours of clinical training is required. A minimum of 100 hours of practicum is required, including at least 40 hours of face to face client contact. A minimum of 600 hours of internship is required, including a minimum of 240 hours of face to face contact. The Department of Training and Community Engagement and the Director of the Master's in Counseling: Rehabilitation Program will work in collaboration with MACR students to identify clinical experiences which will meet the specialized needs of the MACR profession and the goals of the student. Additional resources are available in the Practicum Handbook and the database of MACR practicum sites available from the Training Department.

M.A. in Counseling Psychology – Specialization in Sport and Health Psychology

The M.A. Counseling Psychology specialization in Sport and Health Psychology (MAC-SP) provides students with a foundation in theories and methods of counseling psychology that will allow them to counsel people who wish to maximize their sport performance and health. These two areas, sport and health psychology, share many synergies, including the necessity to manage overt and covert behaviors that often conflict with challenges posed by their social environments and physiological states. Counselors with specialized training in sport and health psychology are employed in health promotion programs, high school and university counseling centers, amateur and professional sport programs, physical rehabilitation centers, community health and recreation agencies, retirement communities, and medical facilities.

The focus of this degree is on sport and health programs and how they contribute to community health. Graduates will be prepared to impact issues such as childhood obesity, develop sport and wellness programs for those who are underserved and marginalized, and assist youth and adult athletes, coaches, and other professionals working within sports and health with the development of performance enhancement programs and character-building programs. 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.

The specialization in Sport and Health Psychology consists of specialized coursework in sport and health psychology integrated within the existing Master of Arts in Counseling Psychology degree program. This program will prepare graduates to sit for the National Counselors Examination (NCE) leading to Professional Counselor licensure in the State of Illinois (LPC). In addition, successful completion of this program will prepare graduates to apply for provisional credentialing in sport psychology as a Certified Consultant through the Association for Applied Sport Psychology (CC-AASP). 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 American Counseling Association (<http://www.counseling.org>) or Association of State and Provincial Psychology Boards at <http://www.asppb.org>.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 9 semester credit hours in psychology with grades of "C" or better. These courses need to include general or introductory psychology, abnormal psychology, and research methods or statistics. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student's first semester at Adler School.

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

Degree Requirements

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

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-213	Community Service Practicum I	1 cr.

* PCO-212	Community Service Seminar II	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
MSP-501	Introduction to Sport & Health Psychology	3 cr.
MSP-502	Exercise Physiology	3 cr.
* PCO-505	Professional Development, Issues, and Ethics	3 cr.
MSP-509	Critical Evaluation of Contemporary Issues in Sports and Health	3 cr.
MSP-510	Cognitive and Affective Bases of Behavior in Sport and Health	3 cr.
MSP-512	M.A. Practicum Seminar I	2 cr.
MSP-513	M.A. Practicum Seminar II	2 cr.
MSP-516	M.A. Practicum I	1 cr.
MSP-517	M.A. Practicum II	1 cr.
* PCO-520	Theories of Psychotherapy	3 cr.
MSP-541	Human Performance Enhancement Using Cognitive-Behavior Approaches in Sport and Health Psychology	3 cr.
MSP-542	Assessment of Individual Differences in Sport and Health	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
* PCO-623	Life Span Development	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MAF-662	Overview of Marriage and Family Therapy Models	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.
MSP-636	Biological Bases of Behavior in Sport & Health	3 cr.
MSP-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 67

* = Required before beginning counseling practicum

Suggested Curriculum Sequence

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar	0 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MSP-501	Introduction to Sport & Health Psychology	3 cr.
PCO-623	Life Span Development	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.

Term Credits: 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-472	Basic Skills for Psychotherapy	3 cr.

PCO-520	Theories of Psychotherapy	3 cr.
MSP-541	Human Performance Enhancement Using Cognitive Behavioral Approaches in Sport and Health Psychology	3 cr.

Term Credits: 14

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
MSP-502	Exercise Physiology	3 cr.
PCO-505	Professional Development, Issues and Ethics	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.

Term Credits: 11

YEAR TWO

Fall Term

PCO-337	Group Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
MSP-509	Critical Evaluation of Contemporary Issues in Sport and Health	3 cr.
MSP-512	M.A. Practicum Seminar I	2 cr.
MSP-516	M.A. Practicum I	1 cr.
PCO-569	Lifestyle and Career Development	3 cr.

Term Credits: 15

Spring Term

MSP-513	M.A. Practicum Seminar II	2 cr.
MSP-517	M.A. Practicum II	1 cr.
MSP-542	Appraisal of Individual Differences in Sport and Health	3 cr.
MAF-662	Overview of Marriage and Family Therapy	3 cr.
MSP-995	Masters Clinical Qualifying Examination	0 cr.

Term Credits: 9

Summer Term

MSP-510	Cognitive and Affective Bases of Behavior in Sports and Health	3 cr.
MSP-636	Biological Bases of Behavior in Sport & Health	3 cr.

Term Credits: 6

Total Credit Hours: 67

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 700 minimum hours of counseling practicum.
3. Satisfactory completion of 400 minimum hours of Sport and Health Psychology Practicum
4. Satisfactory completion of at least 200 hours of community service practicum.
5. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
6. Successful completion of the MASH Comprehensive 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 Counseling Psychology: Specialization in Sport and Health Psychology.

Advanced Training in Applied Sport Psychology

This training is designed to provide students with 300 post-degree hours required for the Association of Applied Sport Psychology Certification (CC-AASP). AASP consultants may provide a variety of services depending on their professional training. The most common services focus on:

- Providing information about the role of psychological factors in sport, exercise, and physical activity to individuals, groups, and organizations. They may, for example, assist with exercise adherence, communication, teamwork, performance enhancement, or program development and evaluation.
- Teaching participants specific mental, behavioral, psychosocial, and emotional control skills for sport, exercise, and physical activity contexts. They might, for example, focus on relaxation, concentration, or the use of imagery.

The advanced training courses are available to students who have completed Adler School's M.A. in Counseling Psychology specialization in Sport and Health Psychology program in the last three years. These courses are:

MSP-506	Intensive Sport and Health Practicum	1 cr.
MSP-507	Intensive Sport and Health Practicum Seminar	2 cr.

M.A. in Counseling and Organizational Psychology

The Master of Arts degree in Counseling and Organizational Psychology (MAO) 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, organizational design and development).

The MAO program is also 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 graduation, students can submit their pass scores to The Illinois Department of Professional Regulations (IDPR) in fulfillment of state licensure requirements.

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 are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 9 semester credit hours in psychology with grades of “C” or better. These courses need to include general or introductory psychology, abnormal psychology, and research methods or statistics. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student’s first semester at Adler School.

Approved applicants will be invited in for a personal interview as the 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.

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
* MAC-505	Professional Development, Issues and Ethics	3 cr.
MAC-516	Individual Appraisals for Counselors in Practice	3 cr.
* PCO-520	Theories of Psychotherapy	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
MAO-571	Foundations in Counseling and Organizational Consulting	3 cr.
MAO-574	Principles of Industrial/Organizational Psychology	3 cr.
MAO-575	Executive Coaching/Consulting and Leadership Development	3 cr.
MAO-580	Organizational Theory and Change Management	3 cr.
MAO-584	Organizational Consultation and Group Development	3 cr.
MAO-585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
MAO-586	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
MAO-587	Organizational Psychology Practicum I: Counseling	2 cr.
MAO-588	Organizational Psychology Practicum III: Business	1 cr.
MAO-589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
MAO-590	Organizational Psychology Practicum II: Counseling	2 cr.
* PCO-623	Life Span Development	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
* MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.
MAF-662	Overview of Marriage and Family Therapy	3 cr.
MAF-995	Master of Arts Qualifying Examination (MAQE)	0 cr.

Total Credit Hours = 66

* = Required before beginning counseling practicum

Traditional (3-Year) Sequence (Total Credits = 66)

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar	0 cr.
MAO-571	Foundations in Counseling and Organizational Consulting	3 cr.
PCO-623	Life Span Development	3 cr.

Term Credits = 6

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAO-574	Principles of Industrial/Organizational Psychology	3 cr.

Term Credits = 8

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-472	Basic Skills for Psychotherapy	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

PCO-438	Introduction to Addictive Disorders	3 cr.
MAO-575	Executive Coaching/Consulting and Leadership Development	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 9

Spring Term

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

Term Credits = 9

Summer Term

MAC-516	Individual Appraisal for Counselors in Practice	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.

Term Credits = 6

YEAR THREE

Fall Term

PCO-569	Lifestyle and Career Development	3 cr.
MAO-584	Organizational Consultation and Group Development	3 cr.
MAO-585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
MAO-587	Organizational Psychology Practicum I: Counseling	2 cr.

Term Credits = 9

Spring Term

MAO-589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
MAO-590	Organizational Psychology Practicum II: Counseling	2 cr.
MAF-662	Overview of Marriage and Family Therapy	3 cr.

Term Credits = 6**Summer Term**

PCO-497	Research Methods	3 cr.
MAO-586	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
MAO-588	Organizational Psychology Practicum III: Business	1 cr.
MAO-995	Master of Arts Qualifying Exam (MAQE)	0 cr.

Term Credits = 5**Total Credit Hours = 66****Accelerated (2-Year) Sequence (Total Credits = 66)****YEAR ONE****Fall Term**

PCO-210	Professional Development Seminar	0 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAO-571	Foundations in Counseling and Organizational Consulting	3 cr.
PCO-623	Life Span Development	3 cr.

Term Credits = 9**Spring Term**

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
MAC -505	Professional Development, Issues and Ethics	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 11**Summer Term**

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-472	Basic Skills for Psychotherapy	3 cr.
MAC-679	Counseling Multicultural and Marginalized Communities	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

PCO-569	Lifestyle and Career Development	3 cr.
MAO-574	Principles of Industrial/Organizational Psychology	3 cr.
MAO-580	Organizational Theory and Change Management	3 cr.
MAO-585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
MAO-587	Organizational Psychology Practicum I: Counseling	2 cr.

Term Credits = 12

Spring Term

PCO-337	Group Psychotherapy	3 cr.
MAO-584	Organizational Consultation and Group Development	3 cr.
MAO-589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
MAO-590	Organizational Psychology Practicum II: Counseling	2 cr.
MAF-662	Overview of Marriage and Family Therapy	3 cr.

Term Credits = 12

Summer Term

PCO-497	Research Methods	3 cr.
MAC-516	Individual Appraisals for Counselors in Practice	3 cr.
MAO-575	Executive Coaching/Consulting and Leadership Development	3 cr.
MAO-586	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
MAO-588	Organizational Psychology Practicum III: Business	1 cr.
MAO-995	Master of Arts Qualifying Exam (MAQE)	0 cr.

Term Credits = 11

Total Credit Hours = 66

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of a counseling practicum and 300 hours of a business practicum, and 200 minimum clock hours of Community Service Practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
4. Successful completion of the Master of Arts 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.

Program-Specific Practicum

In addition to the practicum requirements for all Masters level students at the Adler School, all MAO students take a third practicum placement in a business site (Practicum III) for a minimum of 300 hours with a concurrent business seminar prior to completion of the program. The Program Director and selected faculty work collaboratively with the staff of the Department of Training and Community Service to ensure that students identify practicum experiences that meet the standards and requirements of the program. For the business practicum, selected program faculty work with the students to develop and assist in securing sites that are suited to specific professional interests.

M.A. in Gerontological Counseling

The Master of Arts in Gerontological Counseling program will admit students through the Fall 2012 term. New students will not be admitted to this program after September 1, 2012.

The United States is experiencing a demographic transformation, 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 strengths, develop healthy coping strategies to life changes, and encourage each individual to 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 assess and counsel older adults and their families. Graduates are also prepared to take 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 are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- 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 research methods. Equivalent coursework in other social sciences may also be considered. All prerequisites need to be completed by the end of a student's first semester at Adler School.

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

Degree Requirements

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

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
* PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	3 cr.
* PCO-505	Professional Development, Issues & Ethics	3 cr.

* PCO-520	Theories of Psychotherapy	3 cr.
* MAG-551	Introduction to Gerontological Psychology	3 cr.
MAG-554	Practicum in Gerontology I	1 cr.
MAG-555	Practicum in Gerontology II	1 cr.
MAG-557	M A Practicum Seminar in Gerontology I	2 cr.
MAG-558	M A Practicum Seminar in Gerontology II	2 cr.
* MAG-560	Assessment Methods with Older Adults	3 cr.
MAG-563	Counseling Techniques with Older Adults & Their Families	3 cr.
MAG-564	Physical and Psychological Issues in Aging	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
* PCO-623	Life Span Development	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAF-662	Overview of Marriage & Family Therapy Models	3 cr.
MAC-679	Counseling Multicultural & Marginalized Communities	3 cr.
MAG-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 61

* = Required before beginning Gerontological Counseling practicum

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses;
2. Satisfactory completion of 200 minimum clock hours of Community Service practicum.
3. Satisfactory completion of 700 minimum clock hours of a Clinical 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

Please see "M.A. Programs –Practicum Requirements" section for details regarding practicum requirements for all M.A. degree programs.

M.A. in Marriage and Family Counseling

The Master of Arts in Marriage and Family Counseling program (MAF) is designed to prepare highly-skilled, entry-level therapists with specialized expertise in treating couples and families. Students are trained to perceive individuals, couples and families from systems perspective. The clinically-intensive course work and practicum experiences provide students with strong conceptual, assessment, treatment planning, and intervention skills based on the major models of couple and family therapy. Marriage and family therapists work with individuals, couples, and families in a wide variety of clinical settings including hospitals, schools, substance abuse treatment programs, community mental health centers, correctional institutions, residential treatment programs and private practice. The ability to work with families is particularly valuable for clinicians treating children and adolescents.

Graduates of the program have a core professional identity as a couples and family therapist qualified for membership in the American Association for Marriage and Family Therapy (AAMFT). In 2011, U.S. News and World Report identified marriage and family therapists as one of the 50 best careers. The sequence of courses and supervised clinical training are intended to assist professionals in meeting the educational requirements for licensure as a Marriage and Family Therapist (LMFT). Although this degree program satisfies the current academic and pre-degree training and education requirements for the LMFT in Illinois, students should be aware that requirements change periodically. In addition, LMFT requirements can vary significantly from state to state in their expectations for coursework and practicum hours. Thus, it is the responsibility of for each student to plan their curriculum with MAF faculty in order to meet the criteria for the state where they intend to practice.

The MAF Program embraces Adler's commitment to social justice and diversity. Thus, social interest is integrated into the curriculum with the goal of skilled clinicians who are socially-responsible and culturally competent.

The current MAF curriculum has been approved by the National Board of Certified Counselors (NBCC). Thus, the program also strives to meet the educational and training requirements to become a Licensed Clinical Professional Counselor (LCPC) in Illinois. Like the LMFT, the students should plan their curriculum in order to meet the criteria for the state where they intend to practice.

Program-Specific Minimum Admission Requirements

In addition to admission requirements common to all of the Adler graduate clinical programs, the Marriage and Family program has requirements for undergraduate course prerequisites that are somewhat flexible since graduates in disciplines related to psychology are encouraged to apply to this program. Additional requirements include:

- Completion of 9 semester credit hours in psychology with grades of "C" or better including general or introduction to psychology, life span Development, and research methods or statistics. All prerequisites should be completed by the end of a student's first semester at Adler School.

Degree Requirements

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

* PCO-210	Professional Development Seminar I	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parenting Education: Adlerian Theory and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* MAF-472	Basic Skills for Psychotherapy	3 cr.

PCO-497	Research Methods	3 cr.
* MAC-505	Professional Issues and Ethics	3 cr.
PCO-516	Individual Appraisal for Counselors in Practice	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
* MAF-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
* MAF-654	Individual Life Span and the Family Life Cycle	3 cr.
MAF-655	Advanced Assessment and Counseling with Couples	3 cr.
* MAF-660	Issues of Culture and Diversity in Couple and Family Counseling	3 cr.
* MAF-662	Models of Couple and Family Counseling	3 cr.
MAF-663	Effective Marriage and Family Counseling	3 cr.
MAF-664	Practicum in Marriage and Family I	1 cr.
MAF-665	Practicum in Marriage and Family II	1 cr.
MAF-667	M.A. Practicum Seminar in Marriage and Family I	2 cr.
MAF-668	M.A. Practicum Seminar in Marriage and Family II	2 cr.
MAF-995	Master's Clinical Qualifying Examination	0 cr.
MAF-XXX	Intervention Elective (MAF-661, MAF-670 or PCO-523)	3 cr.

Total Credit Hours: 63

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

PCO-210	Professional Development Seminar I	0 cr.
MAF-472	Basic Skills in Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
MAF-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.

Term Credits = 9

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAF-654	Individual Life Span and the Family Life Cycle	3 cr.
MAF-662	Models of Couple and Family Counseling	3 cr.

Term Credits = 11

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
MAC-505	Professional Development, Issues and Ethics	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

MAF-660	Issues of Culture and Diversity in Couple and Family Counseling	3 cr.
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Term Credits = 11

YEAR TWO

Fall Term

PCO-433	Parenting Education: Adlerian Theory and Interventions	2 cr.
MAF-663	Effective Marriage and Family Counseling	3 cr.
MAF-664	M.A.F. Practicum I	1 cr.
MAF-667	M.A.F. Practicum Seminar I	2 cr.
MAF-XXX	Intervention Elective	3 cr.

Term Credits = 11

Spring Term

PCO-337	Group Psychotherapy	3 cr.
PCO-569	Lifestyle and Career Development	3 cr.
MAF-655	Advanced Assessment and Counseling with Couples	3 cr.
MAF-665	M.A.F. Practicum II	1 cr.
MAF-668	M.A.F. Practicum Seminar II	2 cr.

Term Credits = 12

Summer Term

PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-497	Research Methods	3 cr.
PCO-516	Appraisal with Individuals	3 cr.
MAF-995	Master's Clinical Qualifying Exam	0 cr.

Term Credits = 9

Total Credit Hours: 63

Graduation Requirements

1. Satisfactory completion of all required 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.

Program-Specific Practicum

Students in the MAF Program acquire and develop practical clinical skills in MFT and general counseling through a clinical practicum in the second year. Students spend roughly twenty hours per week over nine to twelve months at an approved MAF practicum site. A minimum of 700 total clock hours of practica is required, which should include at least 250 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 MAF students to identify clinical experiences which will meet the specialized needs of the MFT profession and the goals of the student. Additional resources are available in the Practicum Handbook and the database of MAF practicum sites available from the Training Department.

M.A. in Police Psychology

The Master of Arts degree in Police Psychology is designed for individuals currently in the field of law enforcement. The Program is designed to provide a theoretical background 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 neither are 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 may be granted 3 credit hours toward this degree by having the thesis requirement waived.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.

Approved applicants will be invited in for 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.

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

Total Credit Hours: 33

Graduation Requirements

1. Satisfactory completion of all required 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.

M.A. in Criminology: Online

The Master of Arts in Criminology: Online Program is specifically designed to train practitioners to address current challenges facing the criminal justice system, through a blend of coursework that focuses on the intersection of criminology, psychology, and social justice. This unique approach prepares students to truly make a difference through examining the causes and consequences of criminal behavior, understanding the intricacies of modern day criminal justice systems and applying theoretical skills and empirical data to address those challenges.

The program also prepares students to understand the larger social context in which individuals are situated. This perspective will be a guiding factor in developing intervention and prevention strategies that are practical, effective, socially responsible, and sustainable.

The contemporary criminal justice field faces challenges coping with issues such as mental illness, terrorism, gangs, racial disparity, and advances in technology. As a result, the employment scope for those trained in criminology is broader than ever before. Career paths for individuals with an advanced degree in this field can include academia, research, corrections, law enforcement, investigations, policy assessment, prevention, and youth programming. Employment settings may be as diverse as court systems, correctional institutions, law enforcement agencies, financial institutions, insurance companies, retailers, law firms, non-profit agencies, and government entities such as the Drug Enforcement Agency, the Federal Bureau of Investigations, and the Department of Homeland Security.

Online Delivery

This 36-credit program is offered entirely online and can be completed in less than 24 months, making it an attractive option for students who may be currently employed. All components of this program can be accessed through an Internet browser running on an IBM PC (Windows or Linux) or Apple Macintosh (Apple OS). Students must have access to a broadband Internet connection and a personal computer manufactured within the last three years.

Minimum Admission Requirements

Applicants to this program are required to have:

- 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 minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 6 semester credit hours in psychology with grades of "C" or better. These courses need to include general or introductory psychology and criminology or criminal justice. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student's first semester at Adler School.

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

Degree Requirements

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

CRM-500	Criminology Theory	3 cr.
CRM-501	Criminal Justice: Process and Institutions	3 cr.
CRM-502	Race, Class, Gender and Justice	3 cr.
CRM-503	Social Research Methods	3 cr.
CRM-504	Juvenile Justice	3 cr.
CRM-505	Emerging Issues in Crime and Justice	3 cr.
CRM-506	Comparative Criminal Justice	3 cr.

CRM-507	Public Policy Issues in Criminal Justice	3 cr.
CRM-508	Drugs in Society: Causes, Concepts and Control	3 cr.
CRM-509	Community Psychology in Criminal Justice	3 cr.
CRM-510	Behavioral Psychology and Individual Diversity	3 cr.
CRM-511	Mental Health Issues in Criminal Justice	3 cr.

Total Credit Hours: 36

Curriculum Sequence

YEAR ONE

Fall Term I

CRM-500	Criminology Theory	3 cr.
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Fall Term II

CRM-504	Juvenile Justice	3 cr.
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Spring Term I

CRM-509	Community Psychology in Criminal Justice	3 cr.
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Spring Term II

CRM-510	Behavioral Psychology and Individual Diversity	3 cr.
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Summer Term I

CRM-511	Mental Health Issues in Criminal Justice	3 cr.
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Summer Term II

CRM-503	Social Research Methods	3 cr.
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Year Credits = 18

YEAR TWO

Fall Term I

CRM-502	Race, Class, Gender and Justice	3 cr.
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Fall Term II

CRM-507	Public Policy Issues in Criminal Justice	3 cr.
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Spring Term I

CRM-505	Emerging Issues in Crime and Justice	3 cr.
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Spring Term II

CRM-508	Drugs in Society: Causes, Concepts and Control	3 cr.
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Summer Term I

CRM-501	Criminal Justice: Processes and Institutions	3 cr.
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Summer Term II

CRM-506	Comparative Criminal Justice Systems	3 cr.
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Year Credits = 18

Total credits = 36

Graduation Requirements

1. Satisfactory completion of all required 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" grade
3. Completion of application for graduation and full payment of any outstanding tuition or other fees
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of the Arts in Criminology

M.A. in Industrial and Organizational Psychology: Online

Industrial-organizational (I/O) Psychology is the study of individuals in the workplace. As one of the fastest growing psychology specialties, professionals in this field learn to apply methods of psychology to issues of critical relevance to business and industry, including talent management, coaching, leadership development, program evaluation, training, organizational change, team building, and work-life balance. Many I/O psychology professionals also work as consultants with contemporary organizations or government agencies addressing organizational challenges such as change management, workplace diversity, and employee development and engagement.

The Master of Arts in Industrial and Organizational Psychology program is designed to meet the guidelines for education and training provided by The Society of Industrial & Organizational Psychology (SIOP) with a unique emphasis on socially responsible practice. This online program can be completed in 7 semesters based on a 6-credit hour semester schedule. It provides students with education and training in both theory and practice. Through a required business practicum, students have an opportunity to gain experience and practical skills to succeed in this expanding field.

Online Delivery

This 42-credit program is offered entirely online and can be completed in approximately two years with two admissions (fall & spring entry) per year, making it an attractive option for students who may be currently employed. All components of this program can be accessed through an Internet browser running on an IBM PC (Windows or Linux) or Apple Macintosh (Apple OS). Students must have access to a broadband Internet connection and a personal computer manufactured within the last three years.

Minimum Admission Requirements

At the Adler School, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international school
- A GPA of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework
- Completion of undergraduate or graduate level courses in introductory psychology and research methods or statistics with grades of "C" or better. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student's first semester at Adler School.

Applicants who meet the admission standards will be invited for an interview with faculty.

Degree Requirements

Successful completion of the following courses is required for this degree

MIO-500	Professional Development Seminar	0 cr.
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MIO-501	Introduction to Industrial and Organizational Psychology	3 cr.
MIO-502	Organizational Theory and Change	3 cr.
MIO-503	Research Methods and Design	3 cr.
MIO-504	Organizational Development	3 cr.
MIO-505	Measurement of Individual Differences	3 cr.
MIO-506	Problem Solving Analysis Techniques	3 cr.
MIO-507	Employee Attitudes and Organizational Culture	3 cr.
MIO-508	Workplace Motivation	3 cr.
MIO-509	Group Collaboration Methods	3 cr.
MIO-510	Leadership Development	3 cr.
MIO-511	Training Design, Delivery and Evaluation	3 cr.
MIO-512	Talent Selection and Recruitment	3 cr.
MIO-513	Competency Development and Performance Management	3 cr.
MIO-514	Business Practicum	1 cr.
MIO-515	Business Practicum Seminar	1 cr.
MIO-516	Community Engagement Project	1 cr.

Total Credit Hours: 42

Suggested Course Sequence

Note:

- (1) Students will only take two classes concurrently per term;
- (2) Classes are usually 8 weeks long; and Practicum and Seminar courses are 15 week or semester long;
- (3) Courses in year one (semesters 1, 2 & 3) can be taken in any order except for the first semester which is fixed;
- (4) Students are expected to complete first year courses (semester 1, 2 & 3) before those in Year Two and beyond (semesters 4, 5, 6 & 7); and
- (5) Courses in year two and beyond (semesters 4, 5, 6 & 7) can be taken in any order; except MIO-516 has to be taken at the penultimate semester of the program, and 514/515 has to be taken in the last semester of the program.

Fall Admissions

YEAR ONE (semester #)

Fall Term (1)

MIO-501	Introduction to Industrial and Organizational Psychology (15 weeks)	3 cr.
MIO-500	Professional Development Seminar (5 weeks)	0 cr.
MIO-502	Organizational Theory and Change (10 weeks)	3 cr.

Term Credits = 6

Spring Term (2)

MIO-503	Research Methods and Design (8 weeks)	3 cr.
MIO-505	Measurement of Individual Differences (8 weeks)	3 cr.

Term Credits = 6

Summer Term (3)

MIO-507	Employee Attitudes and Organizational Culture (8 weeks)	3 cr.
MIO-508	Workplace Motivation (8 weeks)	3 cr.

Term Credits = 6

YEAR TWO

Fall Term (4)

MIO-504	Organizational Development (8 weeks)	3 cr.
MIO-506	Problem Solving Analysis Techniques (8 weeks)	3 cr.

Term Credits = 6

Spring Term (5)

MIO-509	Group Collaboration Method (8 weeks)	3 cr.
MIO-511	Training, Design, Delivery and Evaluation (8 weeks)	3 cr.

Term Credit = 6

Summer Term (6)

MIO-510	Leadership Development (8 weeks)	3 cr.
MIO-512	Talent Selection and Recruitment (8 weeks)	3 cr.
MIO-516	Community Engagement Project (15 weeks)	1 cr.

Term Credits = 7

YEAR THREE

Fall Term (7)

MIO-513	Competency Development and Performance Management (8 weeks)	3 cr.
MIO-514	Business Practicum (15 weeks)	1 cr.
MIO-515	Business Practicum Seminar (15 weeks)	1 cr.

Term Credits = 5

Total Credit Hours = 42

Spring Admissions

YEAR ONE (semester #)

Spring Term (1)

MIO-501	Introduction to Industrial and Organizational Psychology (8 weeks)	3 cr.
MIO-500	Professional Development Seminar (15 weeks)	0 cr.
MIO-502	Organizational Theory and Change (8 weeks)	3 cr.

Term Credits = 6

Summer Term (2)

MIO-507	Employee Attitudes and Organizational Culture (8 weeks)	3 cr.
MIO-508	Workplace Motivation (8 weeks)	3 cr.

Term Credits = 6

Fall Term (3)

MIO-503	Research Methods and Design (8 weeks)	3 cr.
MIO-505	Measurement of Individual Differences (8 weeks)	3 cr.

Term Credits = 6

YEAR TWO

Spring Term (4)

MIO-509	Group Collaboration Method (8 weeks)	3 cr.
MIO-511	Training, Design, Delivery and Evaluation (8 weeks)	3 cr.

Term Credits = 6

Summer Term (5)

MIO-510	Leadership Development (8 weeks)	3 cr.
MIO-512	Talent Selection and Recruitment (8 weeks)	3 cr.

Term Credits = 6

Fall Term (6)

MIO-504	Organizational Development (8 weeks)	3 cr.
MIO-516	Community Engagement Project (15 weeks)	1 cr.
MIO-506	Problem Solving Analysis Techniques (8 weeks)	3 cr.

Term Credits = 7

YEAR THREE

Spring Term (7)

MIO-513	Competency Development and Performance Management (8 weeks)	3 cr.
MIO-514	Business Practicum (15 weeks)	1 cr.
MIO-515	Business Practicum Seminar (15 weeks)	1 cr.

Term Credits = 5

Total Credit Hours = 42

Graduation Requirements

1. Satisfactory completion of all required 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" grade
3. Completion of application for graduation and full payment of any outstanding tuition or other fees
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of the Arts in Industrial and Organizational Psychology

Certificate in Advanced Adlerian Psychotherapy

Advanced training in Adlerian theory and psychotherapy has been part of a long-standing tradition at the Adler School of Professional Psychology. The School, originally named the Alfred Adler Institute of Chicago, offered training and education in Adlerian theory to mental health professionals. The Institute was founded and led by Rudolf Dreikurs, MD, who was a student of Alfred Adler. Dr. Dreikurs, along with Bernard Shulman, MD, Harold Mosak, PhD and Robert Powers, M.Div., all played essential roles in the formation of the curriculum, and the establishment of recognized certification in Adlerian Theory and Methods.

In keeping with this tradition, training in Advanced Adlerian Psychotherapy remains available to individuals enrolled in Adler School of Professional Psychology Masters' programs as well as those who already hold a Master's or doctoral degree. Current Adler School of Professional Psychology Doctoral students should review

Advanced Adlerian Psychotherapy Concentration in Catalog. All students will receive specialized training in the principles, techniques and methodologies of Adlerian psychotherapy through intensive study and supervised clinical experiences.

The curriculum offers training in evidenced-based techniques and current best-practices of the field of clinical psychology. Attention will be given to developing or enhancing assessment and advanced intervention skills through the application of Adler's theory to specific topics and clinical cases. Further attention will be given to guiding students in conceptualizing Adlerian theory within the broader context of their practices, communities and the global world. Students will be encouraged to contribute to the Adlerian literature with their findings.

Minimum Admission Requirements

Applicants interested in this certificate typically require:

- A master's or doctorate degree in clinical or counseling psychology, social work, or a related field from an accredited institution. Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following scholastic and practicum requirements are required components of the 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.

**Meets requirement for Advanced Assessment/Intervention Elective for Psy.D. program

Advisement/training requirements:

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

Integration of Science and Practice Requirement:

Certificate candidates must produce an article suitable for publication with an Adlerian focus.

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 all required 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 paper publication ready.

For further information contact Paul Rasmussen, PhD, Psy.D, Advanced Adlerian Psychotherapy Concentration/Certificate Coordinator at prasmussen@adler.edu.

Certificate in Marriage and Family Therapy

The Certificate in Marriage and Family Counseling program (MAF) enables qualified professionals to develop specialized expertise in treating couples and families. Professionals with a Master's degree in psychology, social work and related mental health fields can build on prior training and experience by developing their skills in couple and family therapy. These additional skills can enhance current clinical work in a variety of mental health settings and could pave the way to licensure in marriage and family therapy in Illinois.

Students are trained to perceive individuals, couples and families from a systems perspective. The clinically – intensive course work and practicum experience provides students with strong conceptual, assessment, treatment planning and intervention skills based on the major models of couple and family therapy. The ability to work with families is particularly valuable for clinicians treating children and adolescents.

The MAF Certificate Program is designed to help students meet the current academic and pre-degree training and education requirements for the Licensed Marriage and Family Therapy (LMFT) credential in the State of Illinois. Since licensure requirements change periodically and vary from state to state, it would be important for the student to plan their curriculum in order to meet the criteria for the state where they intend to practice.

The MAF Program embraces Adler's commitment to social justice and diversity. Thus, social interest is integrated into the curriculum with the goal of training skilled clinicians who are socially-responsible and culturally competent.

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
- Coursework in basic counseling skills.
- Prior practicum and/or experience in the field is desirable though not required.

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

MAF-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
MAF-654	Individual Life Span and the Family Life Cycle	3 cr.
MAF-655	Advanced Assessment and Counseling with Couples	3 cr.
MAF-660	Issues of Culture and Diversity in Couple and Family Counseling	3 cr.
MAF-662	Models of Couple and Family Counseling	3 cr.
MAF-663	Effective Marriage and Family Counseling	3 cr.
MAF-661	Transgenerational Approaches to Individual and Family Therapy OR	3 cr.

MAF-670	Family Therapy with Children and Adolescents	3 cr.
MAF-664	Practicum in Marriage and Family I	1 cr.
MAF-665	Practicum in Marriage and Family II	1 cr.
MAF-667	M.A. Practicum Seminar in Marriage and Family I	2 cr.
MAF-668	M.A. Practicum Seminar in Marriage and Family II	2 cr.
MAF-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 27

Graduation Requirements

1. Satisfactory completion of all required 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.

Specialized Practicum for MAF Certificate

In addition to specialized coursework in MAF, students in the MAF Certificate Program will acquire and develop practical clinical skills in MAF through specialized field placements. Since the MAF Certificate Program is only open to students already holding a Master's degree in a mental health discipline, it is assumed that such students have already completed a general clinical practicum and that the MAF practicum is an advanced specialty practicum.

Students should expect to spend from ten to twenty hours per week at an approved MAF practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 500 clock hours of practicum is required with an emphasis on therapy with couples and families. At least 200 hours of direct clinical services with 75 hours of couple / family therapy is expected.

The Department of Training and Community Service and the Director of the Marriage and Family Counseling Program work in collaboration with MAF Certificate students to identify clinical experiences which will meet the specialized needs of the marriage and family therapy profession and the goals of the student. Additional resources are available in the Practicum Handbook and the database of MAF practicum sites available from the Training Department.

Certificate in Substance Abuse Counseling

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

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

This certificate program can be taken as part of the students' graduate studies at either the masters or doctoral level. Their five hundred hour practicums in Substance Abuse Counseling are taken as advanced clinical practicum.

Students may elect to take only the Substance Abuse Counseling Program courses without the practicum, as a concentration. In this case they are ineligible to sit for the IAODAPCA, Inc. certification examination for the State of Illinois.

Non-degree seeking students already with a counseling, social work, or psychology bachelors, masters, or doctoral degree can enroll in the program for a Certificate in Substance Abuse Counseling. The certificate is awarded after completion of the required coursework and the five hundred hour practicum.

In either case, admission is through the schools admissions process and a personal interview with the Program Director.

Course Requirements

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

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

Specialized Practicum for Substance Abuse Certificate

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

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

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

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

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

Completion Requirements:

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

Practicum Requirements – M.A. Degree Programs

This information contained in this section applies to all M.A. degree programs. Certificate programs may have specialized practicum requirements. Please refer to individual program descriptions for specialized or additional practicum requirements.

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 Adler Community Health Services (ACHS) 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 (sometimes referred to as practicum/internship) focuses on developing the competencies needed to prepare students for entry-level practice upon 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 practicum credits earned elsewhere. Students must successfully complete course prerequisites specific to their degree program, 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 (213-214), 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 of a two-year sequence, or the third year of a three-year Master's program, students are required to spend the equivalent of at least two full days per week (16-20 hours) 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 (which includes master's practicum and internship) are required. The Department of Training and Community Service works in collaboration with students in identifying counseling experiences which meet the standards and requirements of their specific program. For more details, students should refer to the Practicum Handbook, which is available on Moodle. Students are expected to familiarize themselves with the practicum application, interview, and match process beginning in the fall of the year before starting practicum. Information about the process is conveyed through small group information sessions, announcements through Student Services, and postings in the Training and Community Engagement section on Moodle. Many parts of this process are conducted through the online Practicum Management Tool, through which students find potential sites and indicate their intention to apply to training sites in the community. All placements require a Master's Pre-registration Contract, which must be submitted to the Department of Training and Community Engagement at least three weeks prior to starting practicum. For further information, consult the Master's and Certificate Clinical Practicum Handbook.

Doctor of Psychology in Clinical Psychology

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

Two additional competency areas that complete the education and training model in the doctoral program are distinctive to the Adler School. The first is focused training in the theories and methods of Alfred Adler. This focused training provides students with a strong and thorough grounding in a particular theory and method of psychology that forms of foundation for other theoretical perspectives offered in the doctoral program. The second is socially responsible practice that enables students to understand the role of social context in human

functioning and to integrate this understanding into their professional practice. 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 follows the guidelines set forth by the American Psychological Association (APA), and Institute of Medicine (IOM) in regards to respecting and teaching evidence-based practices in psychology. Our students are trained to recognize, critically evaluate and contribute to the evidence-base for socially responsible professional practice.

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.

The program currently offers students the opportunity to enroll in one of two tracks. The track in Military Clinical Psychology features coursework specifically focused on training clinical psychologists to function in a broad array of settings, serving current and retired military personnel, their families and those serviced by other federal healthcare entities, such as the United States Public Health Service, Department of Veterans' Affairs, Indian Health Service and Centers for Disease Control and Prevention. Because of this, a number of new, track-specific courses have been developed. These constitute the required coursework for enrollees in the track, and many can serve to satisfy elective options within the broader program and/or concentrations, for those not enrolled in the Military Clinical Psychology track.

The track in Child and Adolescent Psychology has been developed to provide students with expanded training and educational opportunities, chief of which is the advanced practicum experience focused on clinical work with children, adolescents and their families. This will permit students in the track to gain clinical experiences with children, adolescents and adults. The total 6-credit advanced practicum training sequence (3 terms of practicum training with concurrent seminars) satisfies two (2) advanced intervention elective requirements in the doctoral program. As a track within the existing doctoral program in clinical psychology, coursework in Child and Adolescent Psychology will provide focused training by utilizing the restricted elective method outlined previously.

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 should have at least 18 semester credit hours in psychology with grades of "C" or better. Minimum required courses should include introductory or general psychology, personality theory, abnormal psychology, and research methods. All prerequisites should be completed by the end of a student's first semester at Adler School.

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 priority 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 academic 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 7 years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship. Failure to do so may result in administrative withdrawal from the program.

Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. It is expected that students fulfill all degree requirements through courses offered at the Adler School. Students can transfer up to 24 credits (21% of the total credits required) of coursework taken at a graduate level pending approval based on review by the Program Director. In addition, in order to comply with APA-mandated residency, the program requires each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. Doctoral students are required to attend school full-time unless approved for part-time study by their faculty advisor. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.

Qualifying Examinations

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

The Community Service Capstone Paper requires students to integrate experiences acquired during their Community Service Practicum (a requirement of the doctoral program) with theories and research covered during first year courses. Students are required to conduct a critical review of relevant empirical and theoretical literature in psychology on an issue related to a community or social problem encountered at their practicum site. The topic of the capstone paper must be approved by the student's faculty advisor. The goal of the project is to assess the student's ability to conceptualize a community problem, integrate information from courses and the independent literature review and develop a plan and method of intervention 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 and related seminar 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 submit the required written material for the examination to the Examination Coordinator who then assigns it to a Core Faculty member or approved adjunct faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. 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. Students must again submit required material to the Examination Coordinator who then assigns it to a Core Faculty member or approved adjunct faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. The prerequisite to take this examination is the successful completion of the assessment practicum and Doctoral Clinical Qualifying Examination-Assessment Competency. 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 allowing faculty to evaluate students' readiness for internship and ability to proceed in the program. In order to receive a "Fail" grade 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 Adler Community Health Services, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Students then complete clinical training that focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to intervention/treatment. Because the focus is on integrating doctoral level education with licensed doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously completed Adler M.A. program. Students must successfully complete course prerequisites prior to being approved to begin their first practicum.

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

least one of the following courses must be taken concurrently with Community Service Practicum I & II: Community Psychology and Mental Health (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,500 clock hours of clinical practice 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, available on Moodle, for detailed information.

Social Exclusion Simulation

First year students are required to participate in one of the Social Exclusion Simulations (SES) offered by the Institute on Social Exclusion on multiple occasions during the academic year. This experiential learning exercise allows participants to “walk in the shoes” of formerly incarcerated women encountering “structural and systemic” barriers as they attempt to re-enter society. Through this role-playing exercise, students gain a deep appreciation of the socially-constructed processes by which certain individuals and groups of people are denied access to the rights, opportunities, and resources commonly available to members of society.

RIGHT TO PARTICIPATE OR DECLINE

You have the right to not participate in this evaluation. At any time, you also have the option to withdraw from the evaluation by verbally indicating this option as your choice. This decision will not affect your relationship with the Adler School of Professional Psychology or the Institute on Social Exclusion. Your agreement to participate is completely voluntary since you will not receive any tangible benefit or compensation for participation in the evaluation. If you are an Adler Psy.D. student and you elect to exercise your right not to participate in the simulation, you may do so without any penalty. In lieu of participating, you must write a five-page reflection paper that addresses the following:

- Please provide insight into why you decided not to participate.
- What is social exclusion?
- How does social exclusion happen (e.g. What are the mechanisms by which it occurs?)
- How can/should social exclusion be addressed?
- What is the role of the practicing psychologist in addressing social exclusion?
- Responses should be emailed to ise@adler.edu on or before a deadline agreed upon between the student and the faculty advisor. The paper will be graded on a PASS/FAIL scale.

Internship

An important portion of the Psy.D. program is devoted to a 2,000 clock hour internship at an approved site over a 12 month (full-time) or 24 month (half-time) period. The internship is designed to provide intensive advanced clinical training building upon course work, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it cannot be waived. Students who do not successfully complete the internship are subject to dismissal from the School.

Students must successfully complete all doctoral program requirements prior to beginning an internship. The Director of Training and Community Service works closely with students to assess readiness to apply for, accept, and begin internship, and to identify appropriate internship sites. Students requesting to apply for internship are reviewed by the core faculty to determine eligibility and readiness. If the faculty raise concerns about a student's readiness to apply for internship based on academic, clinical and/or professional comportment are referred to the

Training Committee for review. All students are required to participate in the APPIC Match process for internship placement. Students entering the Psy.D. program prior to Fall 2004 are required to have their dissertation proposal completed and approved by their committee prior to beginning their internship. Students entering the Psy.D. program during or following Fall 2004 must have their dissertation proposal completed and approved by their committee prior to the third week in the fall term during the year of application for internship.

The Internship Handbook, available on Moodle, provides specific 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. Dissertations at the Adler School may span a broad range of interests and methodologies. Traditional empirical studies, qualitative research and theoretical investigations are all accepted forms of dissertation research. Students may identify an area of interest, conduct preliminary work-such as reading and evaluating the current literature- in the area of interest, and consult with faculty regarding a potential topic area at any time during their residency in 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 providing assistance to students in understanding the dissertation process and developing a suitable topic. Students must successfully complete the Community Service Capstone Paper, and both segments of the Doctoral Clinical Qualifying Exam (DCQE), prior to formally beginning work on the dissertation. In addition, course 307 (Research Methods in Clinical Psychology), course 637 (Statistics) and course 696 (Doctoral Dissertation Preparation Seminar) must be completed before registering for course 697 (Doctoral Dissertation Proposal), in which the student is expected to complete and defend the proposal for dissertation research. The successfully defended proposal, courses 307, 637, 696 and 697, and completed Clinical Qualifying Examinations are all prerequisites to registration for course 901 (Doctoral Dissertation I), in which the student actually commences work on the approved dissertation project.

The topic, format and scope of the dissertation project must satisfy the requirements and standards of scholarship and rigor set forth by the program, with the approval of the student's doctoral dissertation committee. The chair of the committee must be a core faculty member of the Adler School, and at least two members of the dissertation committee must be core faculty members of the school. It is permissible for outside experts to be involved in the dissertation as committee members and outside readers, but not as committee chairs. Requirements for the doctoral dissertation are detailed in the School's Dissertation Handbook.

Degree Requirements

The following courses are required for this degree. Students should take courses following the curriculum sequence described below in order to satisfy prerequisites for advanced courses, be approved to take qualifying examinations, and prepare for practicum placements. Not following the recommended course sequence may result in longer time to completion of the degree.

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
* PSY-305	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-307	Research Methods in Clinical Psychology	3 cr.
PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Skills for Psychotherapy	3 cr.
PCO-514	Life Style Assessment and Diagnosis	3 cr.
PCO-523	Adlerian Approaches to Individual and Family Therapy	3 cr.

PSY-601	Psy.D. Practicum Seminar I	1 cr.
PSY-602	Psy.D. Practicum Seminar II	1 cr.
PSY-603	Psy.D. Practicum Seminar III	1 cr.
PSY-604	Psy.D. Practicum Seminar IV	1 cr.
PSY-605	Psy.D. Practicum Seminar V	1 cr.
PSY-606	Psy.D. Practicum Seminar VI	1 cr.
PSY-611	Psy.D. Practicum I	1 cr.
PSY-612	Psy.D. Practicum II	1 cr.
PSY-613	Psy.D. Practicum III	1 cr.
PSY-614	Psy.D. Practicum IV	1 cr.
PSY-615	Psy.D. Practicum V	1 cr.
PSY-616	Psy.D. Practicum VI	1 cr.
* PCO-623	Life Span Development	3 cr.
* PSY-624	Assessment III: Integrative Assessment	3 cr.
* PSY-627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
* PSY-628	Assessment II: Personality Assessment	3 cr.
PSY-632	Cognitive-Affective Bases of Behavior	3 cr.
PSY-634	History and Systems	3 cr.
PSY-636	Biological Bases of Behavior	3 cr.
PSY-637	Statistics	3 cr.
* PCO-641	Social Psychology and Individual Diversity	3 cr.
* PCO-648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.
* PCO-649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.
PCO-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
PCO-676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
PSY-690	Supervision and Consultation	3 cr.
PSY-691	Public Policy, Advocacy and Social Change	3 cr.
PSY-692	Psychologists in Management and Administration	3 cr.
PSY-696	Doctoral Dissertation Preparation Seminar	0 cr.
PSY-697	Doctoral Dissertation Proposal	0 cr.
PSY-740	Doctoral Internship-Full Time	0 cr.
PSY-741	Doctoral Internship-Full Time	0 cr.
PSY-742	Doctoral Internship-Full Time	0 cr.
	<u>OR</u>	
PSY-743	Doctoral Internship-Half Time	0 cr.
PSY-744	Doctoral Internship-Half Time	0 cr.
PSY-745	Doctoral Internship-Half Time	0 cr.
PSY-746	Doctoral Internship-Half Time	0 cr.
PSY-747	Doctoral Internship-Half Time	0 cr.
PSY-748	Doctoral Internship-Half Time	0 cr.
PSY-901	Doctoral Dissertation I	0 cr.
PSY-902	Doctoral Dissertation II	0 cr.
PSY-903	Doctoral Dissertation III	0 cr.
PSY-905	Community Service Capstone Paper	0 cr.
PSY-990	Doctoral Clinical Qualifying Examination-Assessment Competency	0 cr.
PSY-991	Doctoral Clinical Qualifying Examination-Intervention Competency	0 cr.

PSY-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	9 cr.

Total Credit Hours: 114

* = Required before beginning practicum

Elective Menu for the Psy.D. Program:

Basic Intervention Electives consist of any of the following:

PCO-334	Psychodynamic Approaches to Intervention
PCO-335	Cognitive-Behavioral Approaches to Intervention
PCO-336	Humanistic/Existential Approaches to Intervention
PCO-337	Group Psychotherapy
PCO-338	Child & Adolescent Psychotherapy
PCO-339	Biofeedback
PSY-650	Psychopharmacology
MAF-662	Models of Couple and Family Counseling
MAF-663	Effective Marriage & Family Therapy
CEN-725	Neurological Intervention Techniques
PSY-842	Torture Survivor Well-Being: Theory and Foundation for Community-Based Interventions

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

PCO-517	Advanced Lifestyle Assessment
PCO-524	Advanced Adlerian Interventions and Theory
MAF-652	Life Cycle & Cultural Issues in Marriage & Family Therapy
MAF-655	Advanced Assessment and Counseling with Couples
PSY-683	Advanced Child & Adolescent Assessment
PCO-685	Child and Adolescent Cognitive-Behavior Therapy
PSY-701	Advanced Psychodynamic Approaches to Intervention
PSY-702	Advanced Cognitive-Behavioral Approaches to Intervention
PSY-703	Advanced Humanistic/Existential Approaches to Intervention
PCO-704	Advanced Child & Adolescent Psychotherapy
PCO-705	Eye Movement Desensitization & Reintegration
PSY-706	Trauma-Focused Approaches to Intervention
CEG-707	Advanced Group Psychotherapy
CEH-710	Theories & Techniques of Clinical Hypnosis I
CEN-720	Beginning Neuropsychological Assessment
PSY-732	Advanced Personality Assessment: Special Topics
PSY-806	Advanced Trauma-Focused Approaches to Intervention
PSY-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:

PSY-672	Race, Ethnicity & Social Class
PSY-673	Gender & Sexual Orientation Issues across the Lifespan
PSY-674	Gay, Lesbian, Bisexual, & Transgender Issues

PSY-677 Advanced Issues in Religion & Spirituality-Theory & Therapy

Schedule

Doctoral courses are scheduled during all three terms in an academic year. Classes are offered on weekdays as well as weekends during morning, afternoon and evening hours. *Please Note: Foundation courses, such as 350, 641 and 472 are typically offered every semester. Courses may be offered in traditional on-campus, online or blended formats.*

Suggested Course Sequences

YEAR ONE

Please refer to your advising sheet for Year One course sequence.

YEAR TWO

Please note: Foundation courses, such as 497 and 637 are typically offered every semester.

Fall Term

PSY-307	Research Methods in Clinical Psychology	3 cr.
PCO-514	Lifestyle Assessment and Diagnosis	3 cr.
PSY-601	Doctoral Practicum Seminar-I	1 cr.
PSY-611	Doctoral Practicum-I	1 cr.
PSY-905	Community Service Capstone Paper	0 cr.
	<i>Add one (1) Intervention Elective Choice</i>	3 cr.

Term Credits = 11

Spring Term

PSY-602	Doctoral Practicum Seminar-II	1 cr.
PSY-612	Doctoral Practicum-II	1 cr.
PSY-637	Statistics	3 cr.
PSY-990	Doctoral Clinical Qualifying Examination-Assessment	0 cr.
	<i>Add one (1) Intervention Elective Choice</i>	3 cr.

Term Credits = 8

Summer Term

PCO-433	Parenting Education: Adlerian Theory and Interventions	2 cr.
PSY-603	Doctoral Practicum Seminar-III	1 cr.
PSY-613	Doctoral Practicum-III	1 cr.
PCO-671	Structural and Systemic Bases of Health and Dysfunction	3 cr.
	<i>Add one (1) Intervention Elective Choice</i>	3 cr.

Term Credits = 10

YEAR THREE

Fall Term

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

Term Credits = 11

Spring Term

PSY-605	Practicum Seminar-V	1 cr.
PSY-615	Doctoral Practicum-V	1 cr.
PSY-634	History and Systems	3 cr.
PSY-991	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
	<i>Add one (1) Advanced Assessment or Intervention Elective Choice</i>	3 cr.

Term Credits = 8

Summer Term

PSY-606	Doctoral Practicum Seminar-VI	1 cr.
PSY-616	Doctoral Practicum-VI	1 cr.
PSY-697	Doctoral Dissertation Proposal	0 cr.
	<i>Add one (1) Advanced Diversity Elective</i>	3 cr.
	<i>Add one (1) General or Advanced Elective</i>	3 cr.

Term Credits = 8

YEAR FOUR

Fall Term

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

Term Credits = 6

Spring Term

PSY-690	Supervision and Consultation	3 cr.
PSY-691	Public Policy, Advocacy and Social Change	3 cr.
PSY-902	Doctoral Dissertation II	0 cr.
	<i>Add one (1) General or Advanced Elective Choice</i>	3 cr.

Term Credits = 9

Summer Term

PSY-692	The Role of Psychologists in Management, Administration and Leadership	3 cr.
PSY-903	Doctoral Dissertation III	0 cr.
	<i>Add one (1) General or Advanced Elective Choice</i>	3 cr.

Term Credits = 6

YEAR FIVE

Fall Term

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

Term Credits = 0

Spring Term

PSY-741	Doctoral Internship	0 cr.
		Term Credits = 0

Summer Term

PSY-742	Doctoral Internship	0 cr.
		Term Credits = 0

Total Credit Hours: 114

Graduation Requirements

1. Satisfactory completion of all required 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.

Degree Requirements for the Military Track in Clinical Psychology

The table below depicts the overall credit sequence of a student in the Psy.D. Program enrolled in the Military Track. Track requirements are bolded.

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
PSY-300	Introduction to Military Psychology	3 cr.
PSY-301	Psychology of Combat & Conflict	3 cr.
PSY-302	Psychology of Terrorism	3 cr.
PSY-303	Mental Health Law & the UCMJ	3 cr.
PSY-304	D.O.D. & Veterans' Health Care System	3 cr.
* PSY-305	Professional Development, Issues and Ethics	3 cr.
PSY-306	Special Topics in Military Clinical Psychology	3 cr.
PSY-307	Research Methods in Clinical Psychology	3 cr.
PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-514	Life Style Assessment and Diagnosis	3 cr.
PCO-523	Adlerian Approaches to Individual and Family Therapy	3 cr.
PSY-601	Psy.D. Practicum Seminar I	1 cr.
PSY-602	Psy.D. Practicum Seminar II	1 cr.
PSY-603	Psy.D. Practicum Seminar III	1 cr.
PSY-604	Psy.D. Practicum Seminar IV	1 cr.

PSY-605	Psy.D. Practicum Seminar V	1 cr.
PSY-606	Psy.D. Practicum Seminar VI	1 cr.
PSY-607	Advanced Practicum Seminar VII	1 cr.
PSY-608	Advanced Practicum Seminar VIII	1 cr.
PSY-609	Advanced Practicum Seminar IX	1 cr.
PSY-611	Psy.D. Practicum I	1 cr.
PSY-612	Psy.D. Practicum II	1 cr.
PSY-613	Psy.D. Practicum III	1 cr.
PSY-614	Psy.D. Practicum IV	1 cr.
PSY-615	Psy.D. Practicum V	1 cr.
PSY-616	Psy.D. Practicum VI	1 cr.
PSY-617	Advanced Practicum VII	1 cr.
PSY-618	Advanced Practicum VIII	1 cr.
PSY-619	Advanced Practicum IX	1 cr.
* PCO-623	Life Span Development	3 cr.
* PSY-624	Integrative Assessment	3 cr.
* PSY-627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
* PSY-628	Assessment II: Personality Assessment	3 cr.
PSY-632	Cognitive-Affective Bases of Behavior	3 cr.
PSY-634	History and Systems	3 cr.
PSY-636	Biological Bases of Behavior	3 cr.
PSY-637	Statistics	3 cr.
* PCO-641	Social Psychology and Individual Differences	3 cr.
* PCO-648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.
* PCO-649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.
PCO-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
PCO-676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
PSY-690	Supervision and Consultation	3 cr.
PSY-691	Public Policy, Advocacy and Social Change	3 cr.
PSY-692	Psychologists in Management and Administration	3 cr.
PSY-696	Doctoral Dissertation Preparation Seminar	0 cr.
PSY-697	Doctoral Dissertation Proposal	0 cr.
PCO-815	Mental Health Disaster Response	3 cr.
PSY-905	Community Service Capstone Paper	0 cr.
PSY-990	Doctoral Clinical Qualifying Examination-Assessment Competency	0 cr.
PSY-991	Doctoral Clinical Qualifying Examination-Intervention Competency	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.
	One Elective to be chosen from the menu	3 cr.

Total Credit Hours: 117

* = Required before beginning practicum

Electives consist of any of the following:

PCO-335	Cognitive-Behavioral Approaches to Intervention
PCO-338	Child & Adolescent Psychotherapy
MAF-663	Effective Couple and Family Counseling

PCO-685	Child and Adolescent Cognitive Behavior Therapy
PSY-702	Advanced Cognitive-Behavioral Approaches to Intervention
PCO-737	Primary Care Psychology

Degree Requirements for the Child and Adolescent Track in Clinical Psychology

The table below depicts the overall credit sequence of a student in the Psy.D. Program enrolled in the Child and Adolescent Track. Track requirements are bolded.

* PCO-210	Professional Development Seminar	0 cr.
* PCO-211	Community Service Seminar I	1 cr.
* PCO-212	Community Service Seminar II	1 cr.
* PCO-213	Community Service Practicum I	1 cr.
* PCO-214	Community Service Practicum II	1 cr.
* PSY-305	Professional Development, Issues and Ethics	3 cr.
PSY-307	Research Methods in Clinical Psychology	3 cr.
PCO-338	Child and Adolescent Psychotehrapy	3 cr.
PCO-350	Community Psychology	3 cr.
* PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Intervention and Assessment Skills	3 cr.
PCO-514	Life Style Assessment and Diagnosis	3 cr.
PCO-523	Adlerian Approaches to Individual and Family Therapy	3 cr.
PSY-601	Psy.D. Practicum Seminar I	1 cr.
PSY-602	Psy.D. Practicum Seminar II	1 cr.
PSY-603	Psy.D. Practicum Seminar III	1 cr.
PSY-604	Psy.D. Practicum Seminar IV	1 cr.
PSY-605	Psy.D. Practicum Seminar V	1 cr.
PSY-606	Psy.D. Practicum Seminar VI	1 cr.
PSY-607	Advanced Practicum Seminar VII	1 cr.
PSY-608	Advanced Practicum Seminar VIII	1 cr.
PSY-609	Advanced Practicum Seminar IX	1 cr.
PSY-611	Psy.D. Practicum I	1 cr.
PSY-612	Psy.D. Practicum II	1 cr.
PSY-613	Psy.D. Practicum III	1 cr.
PSY-614	Psy.D. Practicum IV	1 cr.
PSY-615	Psy.D. Practicum V	1 cr.
PSY-616	Psy.D. Practicum VI	1 cr.
PSY-617	Advanced Child & Adolescent Practicum VII	1 cr.
PSY-618	Advanced Child & Adolescent Practicum VII	1 cr.
PSY-619	Advanced Child & Adolescent Practicum IX	1 cr.
* PCO-623	Life Span Development	3 cr.
* PSY-624	Integrative Assessment	3 cr.
* PSY-627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
* PSY-628	Assessment II: Personality Assessment	3 cr.
PSY-632	Cognitive-Affective Bases of Behavior	3 cr.
PSY-634	History and Systems	3 cr.

PSY-636	Biological Bases of Behavior	3 cr.
PSY-637	Statistics	3 cr.
* PCO-641	Social Psychology and Individual Differences	3 cr.
PSY-644	Child & Adolescent Bases of Health & Dysfunction	3 cr.
* PCO-648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.
* PCO-649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.
PCO-671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
PCO-676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
PSY-683	Advanced Child & Adolescent Assessment	3 cr.
PSY-684	Systemic Interventions for Children & Adolescents	3 cr.
PSY-690	Supervision and Consultation	3 cr.
PSY-691	Public Policy, Advocacy and Social Change	3 cr.
PSY-692	Psychologists in Management and Administration	3 cr.
PSY-696	Doctoral Dissertation Preparation Seminar	0 cr.
PSY-697	Doctoral Dissertation Proposal	0 cr.
PCO-704	Advanced Child & Adolescent Psychotherapy	3 cr.
PSY-905	Community Service Capstone Paper	0 cr.
PSY-990	Doctoral Clinical Qualifying Examination-Assessment Competency	0 cr.
PSY-991	Doctoral Clinical Qualifying Examination-Intervention Competency	0 cr.
	Two Electives to be chosen from the menu	3 cr. each

Total Credit Hours: 117

* = Required before beginning practicum

Electives consist of any of the following:

PCO-685	Child and Adolescent Cognitive Behavior Therapy
PCO-699	Using Art in Treatment
PSY-702	Advanced Cognitive-Behavioral Approaches to Intervention

Concentration and M.A. Degree Options

Doctoral students may elect to choose a concentration as part of their doctoral studies providing education and training in a focal area of study. Students may also earn the Master of Arts in Counseling Psychology degree while pursuing the Psy.D. Doctoral students interested in earning the Master of Arts degree are advised to contact the Program Director for the specific specialty area in which they seek the degree to learn the particular admission and graduation requirements for that program. Students interested in pursuing additional credentials through the concentration offerings are advised to consult with the specific Concentration Coordinator and faculty advisor to plan for this action. Many graduates report that these additional credentials enhanced their value to potential 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 requiring a graduate degree for reimbursement of services. Course and practicum requirements for successfully completing the Master's Degree or concentration areas vary, depending on the extent and nature of training necessary. Consequently, pursuing the M.A. in Counseling Psychology degree or a concentration area in addition to the standard doctoral training schedule typically results in longer completion times for the Psy.D. degree. Doctoral students planning to add the Masters of Arts in Counseling Psychology degree are eligible to take the Licensed Professional Counselor (LPC) examination, enabling them to become licensed as Masters-level clinicians in the State of Illinois. Other states may require more extensive training at the M.A. level for licensure. Students interested in Masters-level licensure should consult the specific licensing regulations in the state of interest.

The concentration areas available to doctoral students include the following:

- Advanced Adlerian Psychotherapy
- Art Therapy
- Child and Adolescent Psychology
- Clinical Neuropsychology
- Marriage and Family Counseling
- Organizational Development
- Primary Care Psychology
- Substance Abuse Treatment
- Traumatic Stress Psychology

The degree requirements for these concentrations are given below.

Doctoral Concentration 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 concentration 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, M.D., Bernard Shulman, M.D. and Harold Mosak, Ph.D. 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 Concentration:

**PCO-517	Advanced Lifestyle Assessment	3 cr.
**PCO-524	Advanced Adlerian Interventions and Theory	3 cr.

**Meets requirement for Advanced Assessment/Intervention Elective for Psy.D. program

Advisement/training requirements:

Registration in at least two 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: 8

Graduation Requirements

- 1) Satisfactory completion of all required 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 Paul Rasmussen, Ph.D., Advanced Adlerian Psychotherapy Concentration/Certificate Coordinator.

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 is required.

Graduates of this program need to complete 1500 hours of supervised clinical work in art therapy (direct client contact) in order to apply for registration as an art therapist (ATR) after graduation.

Program-Specific 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.

MAT-344	Historical & Theoretical Perspectives of Art Therapy	3 cr.
MAT-345	Assessment, Diagnosis & Treatment Planning in Art Therapy (and Lab)	3 cr.
MAT-346	The Use of Art in Group Therapy	3 cr.
MAT-450	Lifespan Development in Art Therapy	3 cr.
MAT-451	Socio-Cultural & Multicultural Approaches in Art Therapy	3 cr.
MAT-452	Theories & Methods of Intervention in Art Therapy I: Family and Older Adults	3 cr.
MAT-453	Theories & Methods of Intervention in Art Therapy II: Trauma	3 cr.
MAT-466	Studio Art	3 cr.
MAT-467	Art Therapy Practicum Seminar I	2 cr.
MAT-468	Art Therapy Practicum Seminar II	2 cr.
MAT-480	Art Therapy Practicum I	1 cr.
MAT-481	Art Therapy Practicum II	1 cr.

Total Credit Hours: 30

Completion Requirements

1. Satisfactory completion of all required 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 Debra Paskind, MA, ATR-BC, LCPC, Chair. Master's in Counseling Psychology: Art Therapy Program Director.

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:

PCO-338	Child and Adolescent Psychotherapy (Spring term)	3 cr.
PCO-644	Child and Adolescent Health and Dysfunction (Fall term)	3 cr.
PSY-683	Advanced Child and Adolescent Assessment (Fall term)	3 cr.

PSY-684	Systemic Interventions with Children and Adolescents (Spring term)	3 cr.
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Elective menu (Choose one of the following):

MAF-652	Life Cycle and Cultural Issues in Marriage and Family Therapy (Fall term)	3 cr.
PCO-704	Advanced Child and Adolescent Psychotherapy (Summer term)	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.

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 (MAF).

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:

PCO-523	Adlerian Approaches to Individual and Family Therapy	3 cr.
MAF-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
MAF-654	Individual Life Span and the Family Life Cycle OR	
MAF-660	Issues of Culture and Diversity in Couple and Family Counseling	3 cr.
MAF-655	Advanced Assessment and Counseling with Couples	3 cr.
MAF-663	Effective Marriage and Family Counseling	3 cr.

Total Credit Hours: 15

Specialized Practicum for MFT Concentration

In addition to specialized coursework in MAF, students in the MAF concentration will acquire and develop practical clinical skills in marriage and family counseling 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

MAF practicum is considered an advanced specialty practicum, students typically complete a doctoral therapy practicum prior to beginning the MAF practicum.

Students should expect to spend from ten to twenty hours per week at an approved MAF practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 500 total clock hours of practica is required, which should include at least 250 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 MAF concentration and the goals of the student. Additional resources are available in the Practicum Handbook and the database of MAF practicum sites available from the Training Department.

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses a minimum of 75.
2. Satisfactory completion of 500 minimum clock hours of MFT practicum, including appropriate hours of direct services to couple and families.
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 Mark Killmer, PsyD., Chair, Marriage and Family Counseling Department at 312-662-4312 or mkillmer@adler.edu.

Doctoral 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) with a grade of B or better, are eligible to take Neuropsychological Assessment I (720). Following successful completion of 720, 721, and 723 (i.e., grade of B or higher) and clinical assessment (611-613) practica and seminar (601, 603), students interested in obtaining the Concentration in Clinical Neuropsychology will then pursue its remaining course requirements (725 and 728). Additionally, following completion of both the assessment and psychotherapy practicums/seminars, the student will be allowed to apply for an advanced practicum in neuropsychology and the associated 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.
CEN-720	Neuropsychological Assessment I (Prerequisite: CEN-720)	3 cr.
CEN-721	Neuropsychological Assessment II	3 cr.
CEN-722	Practicum Seminar in Neuropsychology I (Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, CEN-723)	1 cr.
CEN-723	Neuropsychological Assessment III (Prerequisite: CEN-721)	3 cr.
CEN-724	Practicum Seminar in Neuropsychology II (Prerequisite: CEN-722)	1 cr.
CEN-725	Neuropsychological Intervention Techniques (Prerequisite: CEN-723)	3 cr.
CEN-726	Neuropsychology Practicum I: Assessment (400 clock hours minimum) (Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, CEN-723)	1 cr.
CEN-727	Neuropsychology Practicum II: Assessment (400 clock hours minimum) (Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616,	1 cr.

	CEN-723)	
CEN-728	Pediatric Neuropsychological Assessment (Prerequisite: CEN-723)	3 cr.

Total Credit Hours: 19

*Doctoral Internship with a focus of at least 50% on neuropsychology. Although not required, Adler School doctoral students, who are completing this concentration or certificate program, are encouraged to carry out a dissertation that is primarily neuropsychological in nature. Students should be aware that obtaining this type of internship is critical for obtaining a specialized post-doctoral fellowship, which is required to practice as a neuropsychologist.

The certificate program in Neuropsychology is designed for doctoral level psychologists who desire greater familiarity with clinical neuropsychology. For a psychologist to become proficient to practice independently as a neuropsychologist, a two year post-doctoral fellowship in Clinical Neuropsychology must also be completed. Completion of the Certificate in Neuropsychology is not sufficient by itself to practice independently in neuropsychology.

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 all required 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 grades below B-.
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 Douglas Whiteside, Ph.D., ABPP Clinical Neuropsychology Concentration/Certificate Coordinator at dwhiteside@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 change management, team building, performance enhancement, executive coaching, organizational development, and employee assistance programs.

Course Requirements

The concentration in Organizational Development requires the following courses:

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

Additional 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 all required 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 Organizational Development.

For further information contact Dr. Peter Liu, C.M., C. Psych., Program Director, Master of Arts degree in Counseling and Organizational Psychology at pliu@adler.edu.

Doctoral Concentration in Substance Abuse Treatment

The Substance Abuse Treatment Concentration is designed to provide education and training in the prevention, intervention and treatment of Alcohol and Other Drug Abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques and the core functions of substance abuse treatment, focusing on evidence-based research and the best practice standards.

Course Requirements

The concentration in Substance Abuse Treatment requires the following courses:

PCO-438	Introduction to Addictive Disorders	3 cr.
PSY-305	Professional Development, Issues and Ethics	3 cr.
CES-436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
CES-437	Treatment of Addictive Disorders	3 cr.

Total Credit Hours: 12

Doctoral Concentration in Traumatic Stress Psychology

The Traumatic Stress Psychology concentration is designed for students seeking specialized training to provide therapy and assessment services for individuals with symptoms of traumatic stress, including people who have experienced combat, disasters, accidents or life-threatening illness, or interpersonal violence. In the required courses students will obtain the knowledge and skills to provide these individuals with research-supported clinical services and the support they need to improve their psychological, physical, social, and vocational functioning. An understanding of the broader structural and systemic factors that impact on survivors' well-being is also emphasized. The courses necessary for completion of the concentration are the following:

PSY-706	Trauma-Focused Interventions	3 cr.
PSY-806	Advanced Trauma-Focused Interventions	3 cr.

In addition, three electives must be chosen from the following menus:

Elective Menu – Special Populations (choose one or two of the following):

PSY-684	Systemic Interventions with Children and Adolescents	3 cr.
PSY-822	Death, Dying, Bereavement, & Loss-Focused Interventions	3 cr.
PCO-815	Mental Health Disaster Response Counseling	3 cr.
PSY-840	Torture Survivor Well-Being: Theory and Foundation for Community-Based Advocacy	3 cr.

Elective Menu – Research-Supported Interventions (choose one or two of the following):

PSY-702	Advanced Cognitive-Behavioral Approaches to Intervention	3 cr.
PCO-685	Child and Adolescent Cognitive-Behavioral Therapy	3 cr.

The following requirements must also be met:

1. Students earning the Traumatic Stress Psychology Concentration must complete one of their doctoral practica at a site that offers significant experience in working with survivors of traumatic events.
2. Students earning the Traumatic Stress Psychology Concentration must complete their dissertation on a topic relevant to traumatic stress.

For further information contact Janna A. Henning, J.D., Psy.D., C.T., B.C.E.T.S., Core Faculty, Coordinator, Traumatic Stress Psychology Concentration at jhenning@adler.edu.

Doctoral Concentration in Primary Care Psychology

The Primary Care Psychology concentration is designed to acquaint students interested in the integration of clinical psychology, behavioral medicine and healthcare with evidence-based approaches and techniques. Students whose particular interests focus on working in primary healthcare settings, such as hospitals, group medical practices, community clinics, HMO's and family practice centers are especially likely to find this concentration enriching and helpful. Required courses provide students with knowledge and skills pertinent to several of the key principles of primary care psychology, including mind/body interaction; pain definition and management; stress-related illnesses and treatments; the role of behavioral factors in physical and psychological 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 well-being and the role of the psychologist in healthcare delivery.

Course Requirements

The courses necessary for completion of the concentration are the following:

PSY-735	Mind-Body Health I	3 cr.
PSY-736	Mind-Body Health II	3 cr.
PCO-737	Primary Care Psychology	3 cr.

Elective Menu (choose two of the following):

PCO-339	Biofeedback	3 cr.
PSY-702	Advanced Cognitive-Behavioral Approaches to Intervention	3 cr.
PCO-705	Eye Movement Desensitization and Reintegration	3 cr.
CEH-710	Theories and Techniques of Clinical Hypnosis I	3 cr.
PCO-739	Mindfulness Meditation	3 cr.

For further information contact Neil Bockian, Ph.D., Primary Care Psychology Concentration Coordinator at nbockian@adler.edu.

Programs of Study – Vancouver Campus

Master of Arts (M.A.) in Counselling Psychology
Master of Counselling Psychology
Master of Arts (M.A.) in Community Psychology
Master of Arts (M.A.) in Organizational Psychology

Master of Arts in Counselling Psychology

The Master of Arts degree in Counselling Psychology (MAC) prepares students to be knowledgeable in foundational theories and methods of counselling. The program offers traditional graduate degree training coupled with an emphasis on education and training in socially responsible practice. This comprehensive program can be completed in a 2 year period as a full-time student including summer semesters if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology but requires the successful completion of a thesis.

Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors.

Graduates of this program are eligible to apply for membership registration with the British Columbia Association of Clinical Counsellors (www.bc-counsellors.org) and/or the Canadian Counselling and Psychotherapy Association (www.ccpa-accp.ca). Students are advised that licensure requirements are under reviews in various jurisdictions in Canada, and students are encouraged to regularly consult about current requirements. Students are advised to consult with the Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, with the potential for some students to need additional post-graduate experience or supervision hours to meet certification requirements. Students, who intend to practice in locations other than the Province of British Columbia are also encouraged to consult with the appropriate association, agency or board relevant to local certification or licensure requirements.

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.
* 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 Intervention and Assessment Skills	3 cr.
473	Pre-Practicum Counselling Lab	0 cr.
495	Research in Counselling Psychology	3 cr.
525	Preparation for the M.A. Thesis	1 cr.
526	M.A. Thesis I	1 cr.
527	M.A. Thesis II	1 cr.
528	M.A. Thesis III	1 cr.
529	M.A. Thesis Continuation	0 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 Sociocultural Bases of Health and Dysfunction	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours = 58

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term Credits = 13

Spring Term

201	Professional Development Seminar I	1 cr.
202	Professional Development Seminar II	1 cr.
472	Basic Intervention and Assessment Skills	3 cr.
505	Professional Development, Issues, and Ethics	3 cr.
495	Research in Counselling Psychology	3 cr.

Term Credits = 11

Summer Term

203	Community Service Practicum II	1 cr.
525	Preparation for the M.A. Thesis	1 cr.
516	Individual Appraisal for Counsellors in Practice	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.
473	Pre-practicum Counselling Lab	0 cr.

Term Credits = 8

YEAR TWO

Fall Term

506	M.A. Practicum I	1 cr.
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508	M.A. Practicum Seminar I	2 cr.
526	MA Thesis I	1 cr.
663	Effective Marriage and Family Counselling	3 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
		Term Credits = 10

Spring Term

433	Parent Education: Adlerian Theories and Interventions	2 cr.
527	M.A. Thesis II	1 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 = 9

Summer Term

337	Group Psychotherapy	3 cr.
438	Introduction to Addictive Disorders	3 cr.
528	MA Thesis III	1 cr.
995	Master's Clinical Qualifying Examination	0 cr.
		Term Credits = 7

Total Credit Hours = 58

Graduation Requirements

1. Satisfactory completion of all required 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.

Minimum Admission Requirements:

At the Adler School, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all under-graduate or graduate course work.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of "C" or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course preferably in personality psychology.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is highly desirable, and is considered in the evaluation of applicants.

- Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at the Adler School Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the School's official Transfer Credit policy. For full details about our admissions requirements, visit adler.edu.

Practicum – Vancouver Campus

An integral part of the MA in Counselling Psychology program at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling 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 offers a service-learning experience and focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Counselling 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 counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

Students completing first year course work 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 150 clock hours of Community Service Practicum is required.

After completion of all first year coursework, students should expect to spend at least two days per week over the course of eight to twelve months at an approved counselling practicum site and must concurrently enroll in Practicum Seminars during their first two semesters of field experience. A minimum 700 total clock hours of counselling 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 and obtaining counselling practicum opportunities which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Moodle, for detailed information.

M.A. Thesis – Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MAC degree. Students begin the thesis process by registering for Course #525 – Preparation for MA Thesis. Once students register for course #525 they are required to continuously register in MA Thesis courses (#526, #527, and #528) over the next three consecutive terms. Students who have not completed their MA Thesis after registering for MA Thesis I, II, and III are required to register for course #529 - MA Thesis Continuation in all subsequent terms until their thesis is completed and approved. Students receive a grade of In Progress (IP) for any term in which they are making satisfactory progress on their thesis and a grade of No Progress (NP) when they are failing to complete the project in a timely manner. When a student satisfactorily completes each major thesis component (i.e., the proposal and final thesis), a grade of CR (Credit) will be issued for all courses replacing the previous grades of IP.

Master of Counselling Psychology

The Master of Counselling Psychology (MCP) prepares students to be knowledgeable in foundational theories and methods of counselling. The program offers traditional graduate degree training coupled with an emphasis on education and training in socially responsible practice. This comprehensive program can be completed in a 2 year period as a full-time student including summer semesters if courses are completed according to the curriculum sequence below.

Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors.

Graduates of this program are eligible to apply for membership registration with the British Columbia Association of Clinical Counsellors (www.bc-counsellors.org) and/or the Canadian Counselling and Psychotherapy Association (www.ccpa-accp.ca). Students are advised that licensure requirements are under reviews in various jurisdictions in Canada, and students are encouraged to regularly consult about current requirements. Students are advised to consult with the Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, with the potential for some students to need additional post-graduate experience or supervision hours to meet certification requirements. Students, who intend to practice in locations other than the Province of British Columbia are also encouraged to consult with the appropriate association, agency or board relevant to local certification or licensure requirements.

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.
* 402	Introduction to Adlerian Psychology and Psychotherapy	3 cr.
433	Parent Education: Adlerian Theories and Interventions	2 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Intervention and Assessment Skills	3 cr.
473	Pre-Practicum Counselling Lab	0 cr.
495	Research in Counselling Lab	3 cr.
* 505	Professional Development, Issues and Ethics	3 cr.
506	Masters Practicum I	1 cr.
507	Masters Practicum II	1 cr.
508	Masters Practicum Seminar I	2 cr.
509	Masters 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 Difference	3 cr.
* 647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
663	Effective Marriage and Family Counselling	3 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
995	Master Clinical Qualifying Examination	0 cr.

Total Credit Hours = 54

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term Credits = 13

Spring Term

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

Term Credits = 11

Summer Term

203	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
516	Individual Appraisal for Counsellors in Practice	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
473	Pre-Practicum Counselling Lab	0 cr.

Term Credits = 10

YEAR TWO

Fall Term

506	Masters Practicum I	1 cr.
508	Masters Practicum Seminar I	2 cr.
663	Effective Marriage and Family Counselling	3 cr.
671	Structural and Sociocultural Bases for Health and Dysfunction	3 cr.

Term Credits = 9

Spring Term

433	Parent Education: Adlerian Theories and Interventions	2 cr.
507	Masters Practicum II	1 cr.
509	Masters Practicum Seminar II	2 cr.
569	Lifestyle and Career Development	3 cr.

Term Credits = 8

Summer Term

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

Term Credits = 3

Total Credit Hours = 54

Graduation Requirements

1. Satisfactory completion of 54 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of a Clinical Practicum and 150 clock hours of a Community Service Practicum.
3. A cumulative GPA of 3.0 or higher and no more than two courses or six credits with a final grade of "C."
4. Successful completion of the Master's Clinical Qualifying Examination
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Counselling Psychology degree.

Minimum Admission Requirements

At the Adler School, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all under-graduate or graduate course work.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of "C" or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course preferably in personality psychology.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is highly desirable, and is considered in the evaluation of applicants.
- Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at the Adler School Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the School's official Transfer Credit policy. For full details about our admissions requirements, visit adler.edu.

Practicum – Vancouver Campus

An integral part of the MA in Counselling Psychology program at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling 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. Counselling 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 counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

Students completing first year coursework 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 150 clock hours of Community Service Practicum is required.

After completion of all first year coursework, students should expect to spend at least two days per week over the course of eight to twelve months at an approved counselling practicum site and must concurrently enroll in Practicum Seminars during their first two semesters of field experience. A minimum 700 total clock hours of counselling 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 and obtaining counselling practicum opportunities 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 Organizational Psychology – Vancouver Campus

The Master of Arts in Organizational Psychology degree program prepares graduates to work in a variety of areas related to organizational development and leadership for business, industry and the public sector. The degree offers a curriculum that includes an integration of theory, research, applied skills and community service, within disciplines of organizational psychology and organizational development/leadership practice as well as counselling theory and practice. Knowledge and skills developed in the program will enable graduates to provide consultation to and leadership in organizational settings on the level of the individual, the work group and organizational systems and structures.

This degree requires students to complete two practica: a 150 hour Community Service practicum and a 300 hour Organizational Development practicum completed in an organizational setting.

The program also requires students to complete a comprehensive research project to ensure students have the requisite understanding of research and critical analysis process and are fully prepared to undertake further academic pursuits.

Designed for the professional learner, the program is offered in a flexible week day, week day evening, and weekend format. This allows students to maintain their involvement with their work while completing the program.

Graduates of the core M.A. in Organizational Psychology program are not eligible for registration as a clinical counsellor. However, M.A. in Organizational Psychology students will be offered the opportunity to take additional coursework and practicum credits that are required to become eligible through our Master of Arts in Counselling Psychology degree program.

Program-Specific Minimum Admission Requirements

Applicants to this program typically require:

- A baccalaureate degree or equivalent from an accredited institution
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework
- The equivalent of 12 semester credit hours in psychology with grades of C or better
- Undergraduate prerequisites are introductory or general psychology, research methods, and two other courses in the fields of psychology and organizational studies.

Applicants should have completed at least 3 credits of general or introductory psychology and 3 credits of one other course in the field of psychology and organizational studies prior to beginning their studies at the Adler School, Vancouver Campus. Outstanding prerequisites are expected to be completed by the end of a student's first semester at the Adler School, Vancouver Campus.

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.

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

* 220	Professional Development Seminar I	1 cr.
* 221	Professional Development Seminar II	1 cr.
* 222	Community Service Practicum I	1 cr.
* 223	Community Service Practicum II	1 cr.
* 402	Introduction to Adlerian Psychology	3 cr.
* 472	Basic Intervention and Assessment Skills	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
* 520	Theories of Psychotherapy	3 cr.

* 546	Research Methods in Organizational Psychology	3 cr.
547	Group Theory and Process	3 cr.
548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
549	M.A. Thesis in Organizational Psychology	3 cr.
550	Preparation for M.A. Thesis	1 cr.
569	Lifestyle and Career Development	3 cr.
* 571	Organizational Psychology and Consulting	3 cr.
* 574	Practice of Industrial/Organizational Psychology	3 cr.
575	Executive Coaching / Consulting and Leadership	3 cr.
* 580	Organizational Theory and Change Management	3 cr.
586	Organizational Psychology Practicum	1 cr.
588	Organizational Psychology Practicum Seminar	1 cr.
* 641	Social Psychology and Individual Differences	3 cr.
671	Structural & Sociocultural Bases of Health and Dysfunction	3 cr.

Total Credit Hours: 52

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

220	Professional Development Seminar I	1 cr.
402	Introduction to Adlerian Psychology	3 cr.
641	Social Psychology and Individual Differences	3 cr.
571	Foundations in Counselling and Organizational Consulting	3 cr.

Term credits = 10

Spring Term

221	Professional Development Seminar II	1 cr.
222	Community Service Practicum I	1 cr.
520	Theories of Psychotherapy	3 cr.
574	Principles of Industrial / Organizational Psychology	3 cr.

Term credits = 8

Summer Term

223	Community Service Practicum II	1 cr.
472	Basic Intervention and Assessment Skills	3 cr.
546	Research Methods in Organizational Psychology	3 cr.
580	Organizational Theory and Change Management	3 cr.

Term credits = 10

YEAR TWO

Fall Term

550	Preparation for the M.A Thesis	1 cr.
505	Professional Development, Issues and Ethics	3 cr.
547	Group Theory and Process	3 cr.
671	Structural & Sociocultural Bases of Health and Dysfunction	3 cr.

Term credits = 10

Spring Term

569	Lifestyle and Career Development	3 cr.
548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
549	M.A Thesis in Organizational Psychology	3 cr.

Term credits = 9

Summer Term

575	Executive Coaching / Consulting and Leadership Development	3 cr.
586	Organizational Psychology Practicum	1 cr.
588	Organizational Psychology Practicum Seminar	1 cr.

Term credits = 5

Total Credit Hours: 52

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 300 minimum clock hours of an organizational psychology practicum and 150 clock hours of community service practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two courses of six credits with a final grade of "C".
4. Successful completion of M.A. Research Project.
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 Organizational Psychology degree.

M.A. in Community Psychology

The Master of Arts in Community Psychology degree program prepares graduates to work in a variety of areas related to designing, developing and delivering the supports needed to sustain healthy communities and individuals. A primary focus is researching and assessing community needs and strengths; planning and implementing early intervention and prevention programs; evaluating governmental and community-based programs and services; developing collaborative partnerships and engaging in community-based research for social change.

Community Psychology, ecological in nature, studies a wide variety of forces and structures in the community which affect the positive growth, development and functioning of its members. The practice of community psychology is directed towards improving the quality of life by promoting competence and well-being through community development, social and political action for constructive social change.

The degree offers a curriculum that includes an integration of theory, community-based research, applied skills and community service, within the disciplines of community psychology and community development, as well as counselling theory and practice. Knowledge and skills developed in the program will enable graduates to enhance their professional practice as consultants and/or leaders in government and community agency sectors.

This degree requires students to complete two practica: a 150 hour Community Service practicum and a 350 hour Community Development practicum completed in community or social service settings. The program also requires students to complete a comprehensive research project to demonstrate that they have the requisite understanding of community-based research and critical analysis process, and are fully prepared for professional roles in community development or further academic pursuits.

Designed for the professional learner, the program is offered in a flexible week day, evening and weekend format. This allows students to maintain their involvement with their work while completing the program.

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 baccalaureate level psychology or community development with a grade of C or better. These courses must include introductory psychology, research methods, and two other courses in the fields of psychology or community development studies.
- Evidence of interest and experience in community and social development efforts
- Approved applicants will be evaluated through an in-person writing sample and individual interview as the final step in the application process

Students must complete all coursework required for the program at the Adler School Vancouver. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the School's official Transfer Credit policy.

Degree Requirements

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

300	Professional Development Seminar I	1 cr.
301	Professional Development Seminar II	1 cr.
302	Professional Development Seminar III	1 cr.
303	Community Service Practicum I	1 cr.
304	Community Service Practicum II	1 cr.
350	Principles of Community Psychology	3 cr.
402	Introduction to Adlerian Psychology	3 cr.
472	Basic Intervention & Assessment Skills	3 cr.
480	M.A. Practicum in Community Development	1 cr.
481	M.A. Practicum Seminar	2 cr.
485	History & Foundations of Community Development	3 cr.
486	Non-profit Organizational Structure & Practice	3 cr.
487	Program Assessment & Evaluation	3 cr.
488	Strategic Planning & Facilitation	3 cr.
494	Research Methods in Community Psychology	3 cr.
496	Preparation for Applied Thesis	1 cr.
498	M.A. Thesis in Community Psychology	3 cr.
520	Theories of Psychotherapy	3 cr.
678	Ethics and Social Responsibility for Community Psychology	3 cr.
691	Public Policy, Advocacy & Social Change	3 cr.

Total Credit Hours: 48

YEAR ONE

Fall Term

300	Professional Development Seminar I	1 cr.
350	Principles of Community Psychology	3 cr.
402	Introduction to Adlerian Psychology & Psychotherapy	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term credits = 10

Spring Term

301	Professional Development Seminar II	1 cr.
303	Community Service Practicum I	1 cr.
485	History and Foundations of Community Development	3 cr.
520	Theories of Psychotherapy	3 cr.

Term credits = 8

Summer Term

302	Professional Development Seminar III	1 cr.
304	Community Service Practicum II	1 cr.
472	Basic Intervention & Assessment Skills	3 cr.
494	Research Methods in Community Psychology	3 cr.

Term credits = 8

YEAR TWO

Fall Term

486	Non-profit Organizational Structure and Practice	3 cr.
496	Preparation for Applied Thesis	1 cr.
678	Ethics and Social Responsibility in Community Psychology	3 cr.

Term credits = 7

Spring Term

487	Program Assessment and Evaluation	3 cr.
498	M.A. Applied Thesis in Community Psychology	3 cr.
691	Public Policy, Advocacy and Social Change	3 cr.

Term credits = 9

Summer Term

480	M.A. Practicum in Community Development	1 cr.
481	M.A. Practicum Seminar	2 cr.
488	Strategic Planning and Facilitation	3 cr.

Term credits = 6

Total Credit Hours: 48

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 350 minimum clock hours of a community development practicum and 150 clock hours of community service practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two courses or six credits with a final grade of "C."
4. Successful completion of M.A. Research Project.
5. Submission of completed graduation application and full payment of all tuition and fees.
6. Faculty approval for graduation and recommendation for the conferral of the Master of Arts in Community Psychology degree.

residential component involving intensive face-to-face experience in small groups with a faculty member who will serve as the student's advisor. The remaining course work is conducted online. This course covers topics such as advisement, mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as related to the field and the student's personal and professional growth in addition to an overview of the ethical codes and professional standards of psychology. The course assists students in their orientation and preparation for the Community Engagement Project and Capstone. For students in the MAC-OH program.

PCO-210 Professional Development Seminar 0 Credits per term

This 1-hour, once a week seminar is required of all Adler students in their first quarter. This 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.

PCO-211 Community Service Seminar I 1 Credit

Co-requisite with Community Service Practicum I and concurrent with one of the following courses: PCO-350, PCO-402, PCO-641, and PSY-305 or MAC-505 or PCO-505. This weekly seminar begins in the spring semester for students' first year and supports students' engagement in Community Service Practicum I. Students will share strategies for working at their CSP sites; build skills that will help them engage in project work; and begin to reflect, write and speak on how the CSP experience facilitates socially responsible practice.

PCO-212 Community Service Seminar II 1 Credit

Co-requisite: Community Service Practicum II. This seminar continues from Community Service Practicum I and occurs during the summer semester of students' first year of the master's or doctoral program. Students continue to share strategies for working at their practicum sites, and will engage in more structured activities that facilitate reflection on their experiences and on socially responsible practice.

PCO-213/PCO-214 Community Service Practicum I & II 1 Credit per term

Co-requisite with Community Service Seminar I and II, and concurrent with one of the following courses: PCO-350, PCO-402, PCO-641, and PSY-305 or MAC-505 or PCO-505. Beginning in January of the first year of the master's or doctoral program, students are involved in a supervised community service project. 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 structured project activities such as research and program development, community organizing, grant writing, and advocacy. Students must complete their community service projects by the end of June. Students may not complete this requirement at their place of employment. May not be transferred or waived.

MAOP-220-221 Professional Development Seminars (Vancouver Campus) 1 Credit per term

This seminar will provide students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of Organizational Psychology, issues of diversity as they relate to the students' personal and professional growth, and other specific topics as determined by the current cohort. The topic of Corporate Social Responsibility, introduced briefly in 220, will be explored in greater depth. The seminar will also assist students in orienting and preparing for the Community Service Practicum (CSP) and provide a format for integrating students' experiences at their CSP site.

300-302 Professional Development Seminar I, II & III (Vancouver Campus) 1 Credit per term

This three-term seminar covering the first year of the program 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 community 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, community psychology and community service. This course will also assist in orienting and preparing students for the Community Service Practicum (CSP), and facilitate the service learning outcomes for their CSPs.

- PSY-300 Introduction to Military Clinical Psychology 3 credits**
Introduction to the area of military clinical psychology, and its focus on working in hospitals, mental health and family counseling clinics. Orientation to work with uniformed members of the armed services, their families and others, receiving service by federally administered healthcare agencies, such as the Department of Veterans' Affairs, the U.S. Public Health Service and the Indian Health Service. **(Satisfies program requirements for general elective)
- PSY-301 Psychology of Combat and Conflict 3 Credits**
Examination of the psychological impact of direct or secondary experiencing of conflict, including the physical and psychological sequelae of combat and the impact of combat-related problems on family members and others. Diagnosis and treatment of acute and cumulative combat-related trauma, including normal and maladaptive reactions to conflict-related responses are addressed. **(Satisfies program requirement for basic intervention elective)
- PSY-302 Psychology of Terrorism 3 Credits**
Introduction to the concepts, goals, strategies, ideologies and psychological theories associated with terrorist groups and actions. Emphasis is placed on terrorist motives and how terrorist actions have affected the course of history and current foreign and domestic policies. **(Satisfies program requirement for general elective)
- 303-304 Community Service Practicum I & II (Vancouver Campus) 1 Credit per term**
During the first year of the Master's program students are involved in supervised community service. The Department of Training and Community Service will assist students in identifying a site for this practicum. Students will spend approximately 5 hours a week in this placement, accruing approximately 150 hours over the course of 30 weeks (i.e. two semesters). Students will engage in activities such as psychoeducation, youth tutoring, research & program development, community organizing and/or neighborhood development, and advocacy work. Students may not complete this requirement at their place of employment. May not be transferred or waived.
- PSY-303 Mental Health Law and the Uniform Code of Military Justice 3 Credits**
Overview of the special and unique policies and practices of the armed forces as they impact psychological functioning. The course is designed to provide a basic understanding of mental health law, the Uniform Code of Military Justice and mental health laws and procedures in the federal healthcare system **(Does not satisfy program elective requirements).
- PSY-304 Department of Defense and Veterans' Healthcare Systems 3 Credits**
Introduction to and overview of Department of Defense and Department of Veterans' Affairs healthcare delivery systems. The structure, functions and policies of federally administered medical and behavioral health delivery systems will be explored **(Satisfies the program requirement for general elective)
- PSY-305 Professional Development in Psychology: Issues and Ethics 3 Credits**
This course is designed to provide students with a solid foundation for the ethical practice of professional psychology. Students will learn the American Psychological Association Ethical Principles of Psychologists and Code of Conduct, as well as the history of professional psychology and psychotherapy. A review of theories of social justice and their relationship to ethical decision-making will be provided. This course will also introduce ethical guidelines for researchers and acquaint students with the Institutional Review Board (IRB), its functions and requirements. The course will 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 field of psychology.

PSY-307 **Research Methods for Clinical Psychology** **3 Credits**
This course introduces various approaches to research design, methodology and data analysis. Doctoral students' clinical interests are integrated with information about a variety of research approaches, including theoretical, qualitative and quantitative designs. Students are expected to conduct an extensive, guided review of professional psychological literature and research from the field and prepare a major research paper in an area of interest. The applicability of skills and approaches taught in this course to the subsequent preparation of the dissertation is emphasized, as is the use of American Psychological Association (APA) standards for the preparation of manuscripts. The import of ethical, socially responsible and diversity issues in research is also addressed.

PSY-308 **Qualitative Research Methods in Clinical and Counseling Psychology** **3 Credits**
This course focuses on qualitative approaches to understanding issues in clinical and counseling psychology. Among the areas addressed is action research. Survey construction and interpretation, program analysis and evaluation, needs assessment and incorporation of qualitative techniques in mixed research designs. The import of ethical, socially responsible and diversity issues in qualitative research is also addressed. (Strongly recommended for students pursuing qualitative approaches for their dissertation research. **(Satisfies program requirements as a general elective)

PCO-334 **Psychodynamic Approaches to Intervention** **3 Credits**
Prerequisites: PCO-472, PCO-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. **(Satisfies program requirement as a Basic Intervention Elective)

PCO-335 **Cognitive-Behavioral Approaches to Intervention** **3 Credits**
Prerequisites: PCO-472, PCO-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. **(Satisfies program requirement as a Basic Intervention Elective)

PCO-336 **Humanistic and Existential Approaches to Intervention** **3 Credits**
Prerequisites: PCO-472, PCO-520 (Applies to M.A. students only). Major theories in the humanistic and transpersonal schools of psychology are reviewed including existential theory, Carl Rogers, Abraham Maslow, Stanislav Grof, and Ken Wilber. The integration of psychology and spirituality will be a particular focus of the class. In addition to examining how these perspectives inform individual psychotherapy, their applications to resolving social problems and promoting socially engaged practice will also be discussed. **(Satisfies program requirement as a Basic Intervention Elective)

PCO-337 **Group Psychotherapy and Psychopathology** **3 Credits**
Prerequisites: PCO-472, PCO-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. **(Satisfies program requirement as a Basic Intervention Elective)

PCO-338 **Child and Adolescent Psychotherapy** **3 Credits**
Prerequisites: PCO-472, PCO-520, PCO-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.

PCO-339 Biofeedback 3 Credits

Prerequisites: PCO-472, PCO-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.

******(Satisfies program requirement as a Basic Intervention Elective)

MAT-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.

MAT-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.

MAT-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 Principles of Community Psychology (Vancouver Campus) 3 Credits

Community Psychology studies a wide variety of forces and structures in the community which affect the positive growth, development and functioning of its members. The practice of community psychology is directed towards interventions that facilitate psychological competence and empowerment, and promote constructive social change. Community Psychology takes an ecological approach to human functioning locating health and well-being in the interaction between individuals and larger social systems. The general framework comprises posing community issues and problems from multiple levels of analysis (person, group, organization and society), identifying and critically reviewing related interventions, evaluations and research.

PCO-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.

PCO-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.

PCO-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.

PCO-432 **Child Guidance and Parenting Group Supervision** **1 Credit**
Vancouver Campus Only

Prerequisite: PCO-431. Must be engaged in parenting group leadership. Students engaged in leading parenting groups are required to register for supervision.

PCO-433 **Parent Education: Adlerian Theories and Interventions** **2 Credits**

Prerequisite: PCO-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.

CES-436 **Bio-Psycho-Social-Spiritual Aspects of Addictions** **3 Credits**

Prerequisite: PCO-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.

CES-437 **Treatment of Addictive Disorders** **3 Credits**

Prerequisite: PCO-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.

PCO-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.

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

Prerequisites: PSY-611-PSY-613 or M.A. program practicum MAC-506-MAC-507 or MAT-480-MAT-481 or MAO-587 + MAO-590 or MAF-664-MAF-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.

CES-447/CES-448 M.A. Practicum Seminar in Substance Abuse Counseling I-II 1 Credit per term
Prerequisite: Concurrent with Practica (CES-445 and CES-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.

MAT-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.

MAT-451 Socio-cultural 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.

MAT-452 Theories and Methods of Intervention in Art Therapy I: Family 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.

MAT-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.

MAT-466 Studio Art 3 Credits
This course will provide studio time to gain skills, develop visual art techniques and explore personal creativity for art therapy students. An emphasis on the process of art-making, important to the profession of art therapy will be a focus of this course. Additionally, students will share information about art-making techniques to expand each individual's repertoire of media and approaches.

MAT-467/MAT-468 M.A. Practicum Seminar in Art Therapy I & II 2 Credit per term
Required: Concurrent with MAT-480-MAT-481. In a group consultation model, this course provides seven 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.

MAC-472 Basic Skills for Psychotherapy I 3 Credits
This course teaches beginning counseling psychology student's basic relationship and counseling skills, using role plays and other experiential activities. The course covers basic counseling skills (e.g., attending, active listening, building rapport), intake interviewing, and self-reflection/self-assessment procedures. The course also addresses the additional skills of confrontation, immediacy, here-and-now processing, self-disclosure, and stages of change. This course includes a required lab.

MAF-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 the initial interview, joining with clients and treatment planning using a beginning understanding of the systems model to gather data, hypothesize and plan. Basic interventions are presented in the context of case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process and multi-cultural issues. The course will introduce students to crisis management including understanding of and intervention in crises and suicide assessment. Using anxiety and depression as examples, students will be introduced to DSM IV multi-axial diagnosis for use in treatment planning. This class has a required lab.

MAC-473 Basic Skills for Psychotherapy II 3 Credits

Prerequisites: MAC-472. This course is a continuation of Basic Skills of Psychotherapy and will address specific techniques commonly drawn upon by counselors as well as case conceptualization and treatment planning. The course covers case conceptualization, treatment planning/revision, and termination issues. The course will also address skills utilized with specific populations such as children, older adults, ethnically diverse, and other populations. This course includes a required lab.

PCO-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 Practicum in Community Development 1 Credit
(Vancouver Campus)

Under faculty supervision, students will be required to provide 350 hours over four months of time of direct project related service with a community or government agency in roles such as small group leader, consultant, program planner and evaluator, community developer or social change agent. Projects will be designed to produce a specific outcome in collaboration with the practicum partner agency. Roles will require both generalist skills (problem solving, communication skills, research and evaluation skills) and specialist skills (knowledge and skills applicable to a specific issue, problem or group, such as social skills development for children).

MAT-480/MAT-481 Practicum in Art Therapy I-II 1 Credit per term

Prerequisite: Concurrent with M.A. Practicum Seminar (MAT-467-MAT-468); consent of Program Director; completion of a minimum of 27 credit hours of coursework including PCO-210, PCO-211-PCO-214, MAT-344, MAT-345, MAT-346, PCO-402, MAT-450, MAT-453, and PCO-472; and consent of Director of Master's Clinical Training. This clinical practicum in an approved agency or institution requires 700 hours onsite with, at least, 350 hours in direct client contact.

481 Practicum Seminar in Community Development 2 Credits
(Vancouver Campus)

This practicum seminar is designed to serve as a resource and support for the students, individually and collectively, as they become embedded in their community development practicum. The practicum seminar provides opportunities for mutual support and critical reflection regarding student experiences in their practicum placements as the faculty supervisor assists the students with their own learning. Case studies and role-plays are used to build skills in community consultation and support the quality execution of their community development projects.

485 History and Foundations of Community Development 3 Credits
(Vancouver Campus)

In this course, community development is understood as a dynamic and comprehensive process that has social, political, economic and ecological dimensions. The course is designed to provide an overview of the theory and practice of community development, including a historical review, an examination of contemporary issues,

methodological considerations, and current community development initiatives in the city of Vancouver and across British Columbia. The course underpins principles of community organizing and development; specifically the knowledge, skill and value base underpinning community organizing, planning, development and change. The course explores various models of community development in relation to their goals, processes and outcomes.

486 Non-profit Organizational Structure & Practice (Vancouver Campus) 3 Credits

This course provides an overview of the diversity of governance models and management functions relevant to nonprofit organizations. Students will gain a comprehensive understanding of the scope and operations of nonprofits, including organizational design and behavior, communications, managing information systems, assembling and managing boards, financial management, performance management, fundraising and resource development. The course is designed to teach students the fundamentals of how to create, lead and manage nonprofit organizations.

487 Program Assessment & Evaluation (Vancouver Campus) 3 Credits

This course offers an advanced investigation of current methods for conducting needs assessments and outcomes of evaluating programs and services. It provides an understanding of program assessment and evaluation as a process and a product in community contexts. The primary focus of the course is on needs, program or outcome measurement rather than the assessment of individuals. The course focuses on developing an understanding of the logic of evaluative thinking, encourages a critical review of important issues in the conduct of evaluation and assessment, and program implementation in a community context.

488 Strategic Planning and Facilitation (Vancouver Campus) 3 Credits

This course examines the process of strategic planning and facilitation in community organizing and decision making in creating a vision, mission and strategic plan as well as ways to measure whether an organization is living out its mission. The course will address how community organizations make the best use of scarce resources in service to that mission, whether the organization's resources are aligned with its mission, and how programmatic objectives are created as stepping stones towards a well-crafted vision.

494 Research Methods in Community Psychology (Vancouver Campus) 3 Credits

Community-based research is a collaborative approach to research that involves all partners (researchers, practitioners and community members) in the research process and recognizes the unique strengths that each brings. This research approach requires explicit attention to and respect for diversity among peoples, protocols and settings. This course covers fundamentals of psychological research as well as relevant research methodologies useful in conducting research on, with or for communities. These include community needs assessment, analysis of census and other statistical information on communities, evaluation of programs offered by community organizations and service-users, and surveys of community residents.

PCO-495 Research in Counseling Psychology (Vancouver Campus) 3 Credits

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.

PCO-496 Preparation for Applied. Thesis (Vancouver Campus) 1 Credit

Prerequisite: PCO-494. 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

system and its processes. Students will develop an understanding of social value systems, theories of punishment, penology, rehabilitation, recidivism, law enforcement administration and court processes.

MACF-501 Roles & Directions in Forensic Psychology 3 Credits

It is not uncommon for the general community as well as the general field of psychology to have misperceptions or inaccurate understanding of the diverse specialization in Forensic Psychology. Broadly put, forensic psychology is defined as the research and application of psychological knowledge or concepts to the legal system and its processes. This course will explore the historic roots of the field as well as provide clarification as to the roles, developments, and directions of forensic psychology. Students will be exposed to the varying areas in which psychology and the legal system interact, including but not limited to: correctional settings, courtroom advocacy, and law enforcement organizations.

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

Prerequisite: MAR-500. 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.

MIO-501 Introduction to Industrial and Organizational Psychology 3 Credits

This course presents a comprehensive overview of industrial and psychological psychology. It places the profession in historical context and includes ethical standards and guidelines. Legal issues are considered as well as contemporary trends and issues in the workplace. Specific applications include job analysis, selection, training, performance, motivation and employee engagement. Students analyze relevant cases and design/critique work products based on the application of foundational knowledge. Small group online forums provided opportunity for high impact dialogue. Adlerian values are related to work place issues and this feature further prepares students to view these issues from a perspective of social responsible practice.

MSP-501 Introduction to Sport and Health Psychology 3 Credits

This foundational course is designed to help students understand the origins and functions of the related fields of sport and health psychology. It will include an historical analysis of the creation of sport psychology, tracing its roots to exercise science and cognitive-behavior therapy. Professional organizations focused on both of these areas will be discussed (e.g., Association of Applied Sport Psychology, (AASP); Society of Behavioral Medicine; Division 38 – American Psychological Association; US Olympic Committee Registry of Sport Psychologists; APA Division 47 Exercise and Sport Psychology). Issues that impact sport performance and health will be considered, such as personality, motivation, and stress. Regarding sport psychology, topics included will be group dynamics, leadership, and communication. Interventions to improve performance and health, arousal regulation, imagery, goal setting, self-monitoring, stress management and problem solving will be reviewed. The impact of physical activity on health (e.g., obesity, smoking cessation) and mental health will also be considered.

CRM-502 Race, Class, Gender and Justice 3 Credits

This course will examine class, race and gender, singularly and cumulatively, in order to understand problems of crime, punishment and equality in the criminal justice system. Course readings and assignments will provide an interdisciplinary context related to class, race and gender issues in order to prepare students for understanding how these factors affect criminal and civil law-making, the development of criminological theory and the equitable administration of justice. Emphasis will be placed on victimization patterns, racial profiling, law enforcement policies and police misconduct, judicial processing, sentencing issues, and the effect of media in influencing criminal justice policy formation.

MACF-502 Tests & Measures in Forensic Evaluation 3 Credits

The purpose of this course is to familiarize the student with conceptual and foundational knowledge of psychological assessment, basic statistical principles used in the development of psychological instruments, and to introduce the student to forensic assessment instruments. Measures of central tendencies, validity, reliability,

and the fundamental issues of test construction will be presented. The student will acquire knowledge of theories of psychological assessment including intellectual, personality, socio-emotional, and achievement/educational. Students will also develop the ability to critically evaluate their use and limitations, particularly as they relate to cultural, political and socio-economic factors relevant in forensic settings.

MACR-502 Medical & Psychosocial Aspects of Disability 3 Credits

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.

MIO-502 Organizational Theory and Change 3 credits

This course examines the theories, research, impact and practice of organizational change, emphasizing its effect on individuals and groups. Beginning with a foundation on organizational structure and analysis, issues are discussed related to power, governance, roles, norms, policies and employee relations. Major change theories and interventions are introduced and discussed with respect to social justice. Students formulate change strategies based on their own experiences and relevant case studies. The course prepares students to consider the human impact of change in their professional roles as change agents.

MSP-502 Exercise Physiology 3 Credits

Prerequisite: MSP-501. This class provides an overview of how the body adapts to physical activity and exercise. It will include analyses of cardiovascular and pulmonary adaptation to physical activity. This, in turn, will involve understanding such topics as: maximal aerobic power, pulmonary function, cardiovascular system, distribution of cardiac output, and matching central and regional circulation. Hormonal, skeletal, and nervous system adaptations to physical activity will also be considered. Impact of activity on nutritional factors (e.g., carbohydrate, fat and amino acid metabolism; fat cell adaptations) will also be reviewed.

**MAC-502/MAC-503 M.A. Practicum Seminar I-II 2 Credits per term
(Chicago Campus)**

Prerequisite: Concurrent with Practica (MAC-506-MAC-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.

**MAC-502/MAC-503 M.A. Practicum Seminar I-II 2 Credits per term
(Vancouver Campus)**

Prerequisite: Concurrent with Practica (MAC-506-MAC-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.

CRM-503 Social Research Methods 3 Credits

This course introduces students to the basics of social science research methodology relevant to working in the field of criminology. Students will learn techniques which social and behavioral scientists use to quantitatively analyze data, including statistical techniques for examining census, survey and experimental data; as well as qualitative techniques used to analyze interview data. Students will be required to design a multi-method research study targeted at evaluating a current policy issue in criminal justice.

MACF-503 Aggression, Violence & Social Deviance 3 Credits

Aggression, violence, and social deviance are rarely the product of a single variable; rather behavior is the result of a myriad of external and internal processes. This course exposes students to appreciate the multiple systems within the psychosocial environment that may influence behavior. Having a thorough understanding of these

factors that contribute to the development of aggression as well as social deviance is essential for practitioners at all levels with the field of Forensic Psychology. This course will examine contemporary research, theory, and practice concerning the psychology of crime as well as explore sociological, biological, contextual, and developmental factors.

MACR-503 Vocational Rehabilitation & Job Placement 3 Credits

Prerequisite: MACR-502, PCO-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.

MIO-503 Research Methods and Design 3 Credits

This course provides students with a thorough introduction to best practices in research design and methodology. The course focuses on the key issues associated with qualitative and quantitative research and an introduction to experimental design, data collection and analysis techniques addressing examples from companies advocating corporate social responsibility. Students obtain practical experience with basic quantitative statistics and analysis techniques associated with qualitative research. Ethics and the rights of research subjects are also highlighted.

CRM-504 Juvenile Justice 3 Credits

This course will examine the historical precedents and philosophical reasons for treating juveniles differently from adults in the criminal justice system, and will review empirical data about child development that can justify the reasons for the juvenile's special status. Students will develop an understanding of the impact of significant social and institutional influences on delinquency, including influences from gangs, peers, drugs, family and the educational system. Major theories that have been proposed as explanations of delinquent behavior will be reviewed and evaluated based on the research conducted to test each theory. This course will provide a detailed overview of the juvenile justice system, from its inception to the its current state, and will include a review of community policing with juveniles, pretrial procedures, waiver into the adult system, and the juvenile court system and correctional system, as compared to the adult system. Major current case law that has shaped contemporary juvenile justice issues will be presented as well.

MACF-504 Trauma & Victimology, Theory, Practice & Skill Building 3 Credits

This course will familiarize the student with relevant issues involved in victimology and introduce students to the impact of trauma. Upon completion of the course, the conscientious student should have acquired knowledge regarding the major psychological theories of trauma as well as the specific psychological aspects that potentially contribute to trauma and victimology. Students will develop evidenced based practice skills as applied to the treatment of PTSD, vicarious trauma and compassion fatigue

**MACR-504 Advocacy, Community Outreach, & Case Management
in Rehabilitation Counseling 3 Credits**

Prerequisite: MACR-500. 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.

- MIO-504** **Organizational Development** **3 Credits**
 This course examines organizational development techniques including process consultation, work group and large group/full scale systems interventions. Students will practice foundational skill-based techniques and, working in virtual teams, will plan and design one or more organizational development interventions in response to case studies. Use of self as an instrument of discernment is highlighted as a means of building competence and ensuring ethical practice.
- CRM-505** **Emerging Issues in Criminal Justice** **3 Credits**
 This special topics course will closely examine trends and changes in the criminal justice milieu in the United States, primarily focusing on crime conceptualization and justice policies. Timely issues currently shaping the trajectory of our nation's responses to criminal behavior will be explored. Students will research and analyze current debates within the realm of crime and justice, focusing on legislative and policy-making efforts. Topics to be discussed typically will include the following: school violence, privatization of correctional institutions, terrorism and homeland security issues, the legalization of controlled substances, firearms policy issues, sex offender registration and the involuntary commitment of violent sex offenders.
- MAC-505** **Professional Development, Issues and Ethics** **3 Credits**
 This course is designed to provide students with a solid foundation for the ethical practice of counseling. Students will learn codes of ethics of the American Counseling Association (ACA). In addition, students will learn to apply ethical, legal and professional decision-making skills to current issues facing the field of counseling. Finally, this course will provide an introduction to the history of the counseling profession, professional roles and organizations, and issues related to supervision and within counseling.
- MAT-505** **Professional Development, Issues and Ethics in Art Therapy** **3 Credits**
 This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and of the American Counseling Association. Students will learn to apply ethical and professional decision-making skills to current issues in art therapy and in counseling. An overview of concepts and theories of social justice as applied decision-making in art therapy and in counseling will be presented.
- MACF-505** **Tests & Measures in Forensic Evaluation** **3 Credits**
 The purpose of this course is to familiarize the student with relevant issues in psychological assessment, basic statistical principles used in the development of psychological instruments, and to introduce the student to forensic assessment instruments. Measures of central tendencies, validity, reliability, and the fundamental issues of test construction will be presented. The student will acquire knowledge of theories and best practices in the major topic areas of psychological assessment including intellectual, personality, socio-emotional, educational assessment and specifically forensic assessment.
- MACR-505** **Foundations of Psychiatric Rehabilitation** **3 Credits**
Prerequisites: MACR-500, PCO-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.
- MIO-505** **Measurement of Individual Differences** **3 Credits**
 This course examines classical test theory, measurement and standards of psychological assessment, exploring the foundation for ethical practice and professional assessment of individual differences. Topics include application of the areas of employee selection, performance and training in a multi-cultural context. Cognitive, competence, integrity and social/emotional intelligence are examined with reference to relevant Adlerian values.
- PCO-505** **Professional Development, Issues and Ethics** **3 Credits**
(Chicago Campus)

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 (ACA), the American Psychological Association (APA), the American Association for Marriage and Family Therapy (AAMFT), Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA), and the Association for Addiction Professionals (NAADAC). Additionally, students will learn the history of professional counseling and therapy. A review of theories of social justice and their relationship to ethical decision making will be provided, and students will learn to apply ethical and professional decision-making skills to current issues facing the fields of counseling and psychology. This course will also reinforce the basics of professional writing and provide an introduction to ethical and professional issues related to supervision, consulting and leadership in the psychology and counseling fields.

PCO-505 Professional Development, Issues and Ethics 3 Credits
(Vancouver Campus)

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 relevant for the profession of counselling psychology, 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.

CRM-506 Comparative Criminal Justice Systems 3 Credits

This course provides an in-depth comparative study of criminal justice systems operating throughout the world. Designed to offer valuable insight into the basic philosophies of law and justice, this course will focus on the various families of laws, including ancient legal traditions, civil law, common law, socialist law and Islamic law. Major aspects of selected criminal justice systems will be researched, analyzed and compared. Students will learn about the development of the criminal justice processes of global nations and will compare their respective approaches to policing, courts, corrections, crime prevention and law enforcement, sentencing and correctional procedures, restorative justice and legal settlement issues. In addition, students will analyze pressing contemporary issues related to international crime and criminal justice, including terrorism-related issues, human trafficking, juvenile crime, traditional and non-traditional organized crime occurring on a global basis, and future trends in transnational crime and justice.

MACF-506 Roles and Directions in Forensic Psychology 3 Credits

This course will explore the historic roots of the field of forensic psychology as well as provide insight into the evolving role of forensic practitioners within the criminal justice system. Students will be exposed to the various areas in which psychology and the legal system interact, including but not limited to correctional settings, courtroom advocacy, and law enforcement organizations.

MIO-506 Problem Solving Analysis Techniques 3 Credits

Introduction is provided to descriptive and inferential statistical techniques for data analysis and decision making in industrial/organizational applications. As a computation intensive course, Excel spreadsheets and SPSS software will be used to gain familiarity of various uni-variate and multivariate statistics with a focus on applications in work related settings. Topics to be discussed include distributions, correlations, probability, sampling and regression analysis.

MSP- 506 Intensive Sport and Health Psychology Practicum 1 Credits

Prerequisites: MSP-501; PCO-520; MSP-503; MSP-505; must be taken concurrently with MSP-512. This intensive sport and health psychology practicum will involve training experiences directly related to sport and health psychology. Students will work directly with a sport and health population as they apply the theories and concepts learned throughout the master's program and previous practicum experiences. This practicum will consist of a minimum of 300 hours, 75 must be direct contact and 30 must be supervised by an AASP certified consultant (CC-AASP).

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

Prerequisites: Concurrent with M.A. Practicum Seminar (MAC502-MAC-503); completion of a minimum of 28 credit hours of course work, including PCO-210, PCO-211-PCO-214, PCO-337, PCO-350, PCO-402, MAC-472,

MAC-473, MAC-505, PCO-520, PCO-623, PCO-647, and PCO-679; and permission of the Director of Training and Community Service. This may not be transferred or waived.

CRM-507 Public Policy Issues in Criminal Justice 3 Credits
This course addresses the ever-changing developments in the criminal justice field which affect society, and how the criminal justice professional can successfully advocate for positive change. Topics discussed include prosecutorial discretion, the death penalty, new and emerging HIV-related legislation, hate crimes and the emerging area of gender-related crimes, technology-related crimes, sex offender registration issues and sex offender management protocols, civil commitment procedures for violent sex offenders, the media's involvement in influencing policy-making decisions, career criminal offender issues and "Three Strike Laws", and the disparity in sentencing in criminal drug matters. Within the public policy context, emphasis will be placed on identifying policy types and the various groups and entities that can influence and impact policy-making decisions, and how the criminal justice professional can play a role in achieving positive social change.

MACF-507 Treatment in Forensic Populations 3 Credits
This course exposes students to the wide gamut of approaches utilized in the treatment and rehabilitation of offenders, with attention given to the evaluation of their effectiveness. The course also explores the complexities of assessing and treating various psychological diagnoses and conditions, within forensic settings. Further, this course examines the psychological theories related to the etiology, development treatment and prediction of violent crimes as well as the types of interventions feasible within the criminal justice system.

MIO-507 Employee Attitudes and Organizational Culture 3 Credits
This course provides students an orientation to organizational cultures including how cultures are created, communicated and sustained. Students gain an understanding of how culture and employee attitudes contribute to an organization's competitive advantage. The course covers the various instruments used to measure employee attitude, including measurement of employee morale, satisfaction, engagement and loyalty. In addition, the course covers issues related to the development of an organizational culture that promotes social connectedness, organizational diversity and ethical behavior in the workplace. Students will have opportunity to meet via Skype throughout the term in addition to online meetings.

MSP-507 Intensive Sport and Health Psychology Seminar 2 Credits
Facilitated by Core Faculty and using a peer consultation model, this Practicum Seminar provides students with an opportunity to discuss their professional development and the supervision experience while engaged in practicum training. Students discuss specific cases from their practica in order to illustrate the general principles of counseling, performance enhancement, and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling.

CRM-508 Drugs in Society; Causes, Concepts and Control 3 Credits
This course provides an introduction to the nature and extent of the drug problem in modern society, both on a national and international basis. Topics discussed include the following: The social costs of drug abuse; theories of drug abuse and criminal behavior; drug types and categories; illicit drug-trafficking and international perspectives; domestic drug production (marijuana, methamphetamine, clandestine laboratories, pharmaceutical diversion); organized crime and the drug trade; domestic drug-trafficking organizations and foreign drug-trafficking organizations; control of illicit drugs (interdiction, police-community drug control efforts); emerging issues in drug control; understanding and establishing drug control policy; legalization of drugs and control through treatment and prevention.

MACF-508 Aggression, Violence and Social Deviance 3 Credits
This course explores the psychosocial, political and economic systems that influence behavior and the role they each play in the development of aggression, violence and social deviance. Contemporary research, theory, and practice concerning the hypothesized role of biology and environment will also be considered.

MIO-508 Workplace Motivation 3 Credits
This course provides students with an overview of major theoretical areas of work motivation, needs, cognition and social learning. Emphasis is placed on the application of these theories in motivating an increasingly diverse

workforce in contemporary society. Topics include demonstrations on how the practice of science is essential for predicting, understanding and influencing the motivation of people in diverse organizational settings.

CRM-509 Community Psychology in Criminal Justice 3 Credits

This course is designed to provide students with an overview of the relation of health and dysfunction in the interaction between individuals and larger social systems, including the community, law enforcement agencies, court systems, civilian police review entities and correctional institutions. Community needs assessment, socially responsible program development and evaluation, community organizing and activism, advocacy, fundraising and policy analysis will also be emphasized.

MACF-509 Trauma and Victimology: Theory, Practice & Skill Building 3 Credits

This course will familiarize students with the major psychological theories of trauma as they relate to both perpetrators and victims of crime and will explore the impact of trauma on individuals and groups. Students will develop evidenced based practice skills as applied to the treatment of PTSD, vicarious trauma and compassion fatigue.

MIO-509 Group Collaboration Method 3 Credits

This course provides students with an introduction to small group theory, social psychology research and relation to relevant practice. Students obtain a solid understanding of the nature of complex organizations. This comprehension includes theories of organizations and organizational structures. Emphasis is on improving the student's ability to interact in various work groups through simulations of workplace settings. Topics include group leadership, power, conformity, conflict resolution, group decision making and impact of outsourcing.

MSP-509 Critical Evaluation of Contemporary Issues in Sport and Health 3 Credits

This course is designed to introduce the sport and health psychology student to current issues in sport, exercise, leisure activities, and health through the critical evaluation of professional literature. Students will learn how to evaluate an issue by examining multiple sides of the issue. Emphasis will be placed on sport psychology and health psychology.

CRM-510 Behavioral Psychology and Individual Diversity 3 Credits

This course examines, from a diversity perspective, the theories and concepts of behavioral 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 police and civilian organizations in the criminal justice field. This 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.

MAC-510 Preparation for Counseling Practice 3 Credits

This course is designed to introduce the counseling psychology student to the varied facets of professional practice and development. 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. Illinois law concerning the requirements for licensure as a Mental Health Counselor, the history of the counseling profession, rationale behind professional regulation the job search, continuing education and training, private-practice considerations will also be discussed in this course

MACF-510/MACF-511 M.A. Practicum Seminar I-II 2 Credits per term

Prerequisite: Concurrent with Practicum (MACF-511-MACF-513). 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.

MIO-510 Leadership Development 3 Credits

This course focuses on leadership as a complex developmental process. Concentration focuses on the behaviors of leadership styles. Evaluation of action programs fosters practical application in leadership

assessment to improve workplace situations. Topics to be covered include organizational dynamics through leadership, issues of diversity with regard to followership in a group context, assessment of an assortment of leadership styles, and ethics in leadership.

MSP- 510 Cognitive Affective Bases of Behavior in Sport and 3 Credits
Health Psychology

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 with a particular emphasis on sport and health. 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.

CRM-511 Mental Health Issues in Criminal Justice 3 Credits

The objective of this course is to provide the student with an overview of the various mental health related issues routinely encountered by the criminal justice professional. Topics discussed include the following: Competency issues with respect to defendants and witnesses in legal proceedings; pleadings, including the guilty plea, the not guilty plea, the not guilty by reason of insanity plea, the guilty but mentally ill plea; the role of the expert witness; involuntary commitment proceedings related to violent sexual predators and other criminal offenders; drug and alcohol addiction as mitigating factors in sentencing. The course is designed to provide students with the basic analytic and critical thinking skills required to identify and understand mental health related issues in the day-to-day environment of the modern criminal justice professional.

MIO-511 Training, Design, Delivery and Evaluation 3 Credits

The course provides students with a thorough understanding of the role a training and development practitioner. It will include an analysis of current best practices including adult learning theory, instructional design/strategy and program evaluation. The course provides practical opportunity for students to design their own training program and develop instructional strategies appropriate for training programs which are delivered in various formats.

MACF-511/MACF-513 M.A. Practicum I-II 1 Credit per term

Prerequisites: Concurrent with M.A. Practicum Seminar (MACF510-MACF-512); completion of a minimum of 28 credit hours of course work, including PCO- 210, PCO-211-PCO-214, PCO-337, PCO-350, PCO-402, MAC-472, MAC-473, MAC-505, PCO-520, PCO-623, PCO-647, and PCO-679; and permission of the Director of Training and Community Service. This may not be transferred or waived.

MIO-512 Talent Selection and Recruitment 3 Credits

This course provides students with an introduction to job selection procedures used to assess individuals in selecting the best talent for hiring, promoting and other employment decisions in helping to drive organizational strategy. Topics include decision theory, an examination of professional practices and the link between recruitment to selection. Lawful behavior and ethical considerations with a cross cultural perspective as related to interviewing, ability testing, personality inventories and other contemporary testing methodology such as internet-based and multi-rater assessment.

MACF-512/MACF-513 M.A. Practicum I-II 1 Credit per term

Prerequisites: Concurrent with M.A. Practicum Seminar (MACF510-MACF-512); completion of a minimum of 28 credit hours of course work, including PCO- 210, PCO-211-PCO-214, PCO-337, PCO-350, PCO-402, MAC-472, MAC-473, MAC-505, PCO-520, PCO-623, PCO-647, and PCO-679; and permission of the Director of Training and Community Service. This may not be transferred or waived.

MIO-513 Competency Development and Performance Management 3 Credits

This course provides students with an understanding of best practices in competency development as it relates to job analysis, evaluation and performance management. Students learn how these aspects of an organization can improve the competitive advantage of an organization. Students gain practical experience in developing job descriptions using competency development techniques as well as developing an effective performance management tool with use in multicultural contexts. Students will have opportunity to meet via Skype throughout the term in addition to online meetings.

MACF-514 **Practicum Seminar Continued** **2 Credits**
Prerequisites: Concurrent with M.A. Practicum Continuation (PCO-610). Continuing in the group consultation model utilized in MACF 510 & 512, students registered for PCO 610 Practicum continuation in the summer term should register for this seminar. Case presentation, further consultation and discussion of therapy practicum issues and topic with a focus on increasing knowledge, skills, and professional growth within ethical, socially responsible and culturally diverse perspectives of counseling.

PCO-514 **Life Style Assessment and Diagnosis** **3 Credits**
Prerequisite: PCO-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.

MIO-514/MIO-515 **Business Practicum and Seminar** **2 Credits per term**
This practicum (512) is to be taken concurrently with a seminar (513). Supervised field work in a business setting is for the duration of 300 hours conducted together with weekly seminar via Skype. Settings can be selected from preexisting approved sites or students can create their own sites after obtaining requisite approval. Using a peer consultation model, the seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific projects and assignment which students are working on are discussed to illustrate general principles of industrial and organizational psychology and related business concepts. The focus is on the development of knowledge, skills, values needed to provide competent and ethical services.

MAC-516 **Individual Appraisal for Counselors in Practice** **3 Credits**
This course will familiarize students with assessment and evaluation commonly used in counseling practice. The following topics will be addressed: theoretical and historical bases for assessment techniques, validity, reliability, appraisal methods, strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.

MIO-516 **Community Engagement Project** **1 Credit**
Students complete their program with a final research paper based on any aspect of their program, a relevant work-related topic or as a project related to their Practicum placement. This course requires students to complete a supervised project at a designated site for a minimum of 50 hours of work. Project may include work in community outreach, needs assessment, research and publishing, program development and evaluation or advocacy work. Students may not complete this requirement at their place of work. The project is supervised by a faculty member and the project should be eligible for presentation at a relevant professional conference. This course may be waived if the student has been deemed to have suitable life experience.

PCO-517 **Advanced Life Style Assessment** **3 Credits**
Prerequisites: PCO-402, PCO-472, PCO-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.

PCO-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.

PCO-523 **Adlerian Approaches to Individual and Family Therapy** **3 Credits**
Prerequisite: PCO-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.

PCO-524 Advanced Adlerian Interventions and Theory 3 Credits

Prerequisites: PCO-402, PCO-431, PCO-432, PCO-514, and PCO-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.

MAC-525 Preparation for the M.A. Thesis 1 Credit
(Vancouver Campus)

Prerequisite: PCO-495. Students are required to take this course prior to registering for 526 M.A. Thesis I. Guided by their Thesis Advisor, in this seminar students will select and/or refine an appropriate topic for quantitative or qualitative study and develop a research proposal that will form the foundation for their final thesis.

MAC-526 M.A. Thesis I 1 Credit
(Vancouver Campus)

Prerequisites: Courses PCO-495 and MAC-525. Students are required to take this course prior to registering for MAC-527 M.A. Thesis II. The M.A. Thesis is a student-directed research project conducted in consultation with an approved faculty member of a topic of quantitative or qualitative 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.

MAC-527 MA Thesis II 1 Credit
(Vancouver Campus)

Prerequisites: Course MAC-526. Students are required to take this course prior to registering for MAC-528 M.A. Thesis III. See description for Course MAC-526.

MAC-528 MA Thesis III 1 Credit
(Vancouver Campus)

Prerequisites: Course MAC-527. See description for Course MAC-526.

MAC-529 M.A. Thesis Continuation 0 Credits
(Vancouver Campus)

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.

MAC-537 M.A. Practicum and Seminar I 3 Credits

Prerequisites: PCO-210, PCO-211-PCO-214, PCO-337, PCO-350, PCO-402, MAC-472, MAC-473, MAC-505, PCO-520, PCO-623, PCO-647, and PCO-679; and permission of Program Director and Director of Training and Community Service. Using a peer consultation model, the 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, and values needed to provide competent and ethical counseling. For students in the MAC-OH program.

MAC-538 **M.A. Practicum and Seminar II** **3 Credits**
Prerequisites: MAC-208, MAC-906, MAC-679, PCO-647, PCO-402, PCO-472, PCO-505, MAC-516, PCO-520, PCO-623 and permission of Program Director and Director of Training and Community Service. Using a peer consultation model, the 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, and values needed to provide competent and ethical counseling. For students in the MAC-OH program.

MSP-541 **Human Performance Enhancement Using Cognitive Behavioral Approaches to Sport and Health Psychology** **3 Credits**
Human performance enhancement, an area of education used to fine-tune the psychological well-being and precision of athletics and the health field, is examined utilizing a cognitive-behavioral perspective. An overview of cognitive and behavioral approaches to counseling is provided. Emphasis will be placed on case formulation and development of cognitive and behavioral assessment and intervention skills. The cognitive behavioral basis of sport and health enhancement will be emphasized. This course will focus on the examination of sport psychology skills (goal setting, imagery, relaxation training, etc.). Analysis of the relationship between thoughts, feelings, and behaviors, and how to intervene to help clients will be highlighted. Experiential exercises such as role-play will facilitate student learning. The course will focus on populations with sport and health problems (e.g., motivational challenges in athletes) as well as common clinical issues, such as depression and anxiety. By the end of the class, students will have tangible skills to create psychological skills training programs and will be able to help clients use cognitive behavioral modalities to enhance performance and overall wellness.

MSP-542 **Assessment of Individual Differences in Sport and Health** **3 Credits**
Prerequisites: MSP-501; PCO-520. This course will consider a variety of factors that can influence health and sport outcomes and methods of assessing these factors. Among those reviewed will be: personality traits (e.g., big five traits), cognitive schemas, information processing (learning) styles, perceived control, personal preferences and related factors impact health and sport outcomes. In addition, more general factors that determine the usefulness of such assessments will be presented, including validity reliability, and ethics in testing.

MAOP-546 **Research Methods in Organizational Psychology (Vancouver Campus)** **3 Credits**
This course discusses the assumptions and methods of a range of research designs used in 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 organizational 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 paper is intended to assist students in their eventual completion of the Master's Thesis.

MAOP-547 **Group Theory and Process (Vancouver Campus)** **3 Credits**
Much of the activity in organizations occurs in group/team structures and processes. Drawing from theory and research in organizational psychology, social psychology, sociology and organizational behavior, the history, theory, methods, and applications of group theory and practice are examined, discussed, and demonstrated. The development of competency in group facilitation methods is taught through didactic presentation, role-playing, and participation in a group designed course structure.

MAOP-548 **Organizational Policy Frameworks and Dispute Resolution (Vancouver Campus)** **3 Credits**
This course presents legal foundations and current best practices related to organizational policies and procedures in the areas of human resources, human rights, harassment, disability management, privacy and

accountability, contextualized for Canadian and British Columbia workplaces. In addition, current trends in organizational dispute resolution practice are taught, including facilitation, mediation and complaint's investigation.

MAOP-549 M.A. Thesis in Organizational Psychology 3 Credits
(Vancouver Campus)

Prerequisites: Research Methods and Preparation for Research Project. The M.A. Research Project is a student-directed study conducted in consultation with an approved faculty member of a topic of study relevant to the theory and practice of organizational psychology. The research project 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 in organizational 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.

MAOP-550 Preparation for M.A. Thesis 3 Credits
(Vancouver Campus)

Prerequisite: Research Methods. Students are required to take this course prior to registering for 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.

MAG-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/MAG-555 Practicum in Gerontological Counseling I – II 1 Credit per term

Prerequisites: Concurrent with Gerontological Counseling Practica Seminar (MAG-557 & MAG-558) Completion of a minimum of 31 credit hours of course work, including PCO-210, PCO-211-PCO-214, PCO-350, PCO-402, PCO-472, PCO-505, PCO-520, MAG-551, MAG-560, PCO-623, PCO-647; and permission of the Director of Training. 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.

MACR-556/MACR-559 MACR Practicum/Internship I-II 1 Credit per term

Prerequisites: Concurrent with M.A.C.R. Practicum/Internship Seminar (MACR-557 and MACR-558); completion of a minimum of 28 credit hours of course work, including PCO-210-PCO-213, PCO-402, PCO-472, PCO-505, MAC-516, PCO-520, PCO-623, PCO-641, and PCO-647; and permission of the Director of Training and Community Service. This may not be transferred or waived.

MACR-557/MACR-558 MACR Practicum/Internship Seminar I-II 1 Credit per term

Prerequisite: Concurrent with Practica/Internship (556-559). Using a peer consultation model, Practicum/Internship Seminar provides students engaged in clinical training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica and internship 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.

MAG-557/MAG-558 Practicum Seminar in Gerontological Counseling I - II 2 Credits per term

Prerequisites: Concurrent with Gerontological Counseling Practica (MAG-554 & MAG-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.

- MAG-560** **Assessment Methods with Older Adults** **3 Credits**
Prerequisite: MAG-551. This course provides the skills to ascertain an older adult's cognitive, affective, and environmental levels of functioning through standardized and informal measuring tests. The course includes an overview of statistical procedures relevant to test standardization, validity, reliability, sampling, and interpretation. The results of practicing these tests will be used to compile written summaries which include interpretation, strengths and concerns of the individual, and treatment planning.
- MAG-563** **Counseling Techniques with Older Adults & Their Families** **3 Credits**
Prerequisites: MAG-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.
- MAG-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.
- PCO-569** **Life Style and Career Development** **3 Credits**
Prerequisite: PCO-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.
- MAO-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.
- MAOP-571** **Organizational Psychology and Consulting** **3 Credits**
(Vancouver Campus)
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.
- MAO-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.
- MAOP-574** **Practice on Industrial/Organizational Psychology** **3 Credits**
(Vancouver Campus)
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.
- MAO-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.

- MAO-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.
- MAO-584 Organizational Consultation and Group Development 3 Credits**
Prerequisite: MAO-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.
- MAO-585/MAO-589 M.A. Practicum Seminar in Organizational Psychology I & II: 1 Credit per term**
Counseling
Prerequisite: Concurrent with MAO-587 and MAO-590. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.
- MAO-586 M.A. Practicum Seminar in Organizational Psychology: Business1 Credit**
Concurrent with MAO-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.
- MAO-587/MAO-590 Organizational Psychology Practicum I & II: Counseling 2 Credits per term**
Prerequisites: Completion of a minimum of 25 credit hours of coursework including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, PCO-505, PCO-520, PCO-623, PCO-641, and PCO-647; permission of the Director of Training and Community Service; and concurrent with MAO-585 and MAO-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.
- MAO-588 Organizational Psychology Practicum: Business 1 Credit**
Prerequisites: MAO-585, MAO-587, MAO-589, and MAO-590; permission of the Director of Clinical Training; and concurrent with MAO-586. Students must complete a minimum of 300 clock hours of experience in an approved work setting.
- MAC-599 Special Topics in Counseling 3 Credits**
 This course will vary in content depending on faculty expertise and student interest. Students will study in-depth selected topics in counseling.
- PSY-601/PSY-603 Psy.D. Assessment Practicum Seminar I-III 1 Credit per term**
Prerequisite: Concurrent with PSY-611-PSY-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.
- PSY-604/PSY-606 Psy.D. Therapy Practicum Seminar IV-VI 1 Credit per term**
Prerequisites: PSY-611-PSY-613; PSY-601-PSY-603. Concurrent with PSY-614-PSY-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.

PSY-607/PSY-609 Advanced Practicum Seminar I-III 1 Credit per term

Prerequisites: PSY-611-PSY-616, Concurrent with Advanced Practicum (PSY-619-PSY-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.

PCO-610 Practicum Continuation 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.

PSY-611/PSY-613 Doctoral Assessment Practicum I – III 1 Credit per term

Prerequisites: Completion of a minimum of 31 credit hours of coursework including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, PSY-305, PCO-623, PSY-624, PSY-627, PSY-628, PCO-641, PCO-648 and PCO-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.

PSY-614/PSY-616 Doctoral Therapy Practicum I – III 1 Credit per term

Prerequisites: Doctoral Assessment Practicum (PSY-611-PSY-613) and seminars (PSY-601-PSY-603). Concurrent with Therapy Seminar (PSY-604-PSY-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.

PSY-619/PSY-621 Advanced Practicum I – III 1 Credit per term

Prerequisites: PSY-611-PSY-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.

PCO-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.

PSY-624 Assessment III: Integrative Assessment 3 Credits

Prerequisites: PSY-627, PSY-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. **Offered ONLY in the Summer term

PSY-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. **Offered ONLY in the Fall term

PSY-628 Assessment II: Personality Assessment 3 Credits
Prerequisite: PSY-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. **Offered ONLY in the Spring term

PSY-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.

PSY-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.

MSP-636 Biological Bases of Behavior in Sport and Health 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, sport, & health 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 role of environmental and ecological factors on biological functioning will be discussed to promote socially responsible professional practice.

PSY-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.

PSY-637 Statistics 3 Credits
Prerequisite: PCO-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.

- PCO-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.
- PSY-644 Child and Adolescent Health and Dysfunction 3 Credits**
Prerequisites: PCO-623. 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 on the biogenic, familial, environmental, and socio-cultural factors. The importance of individual differences and responsibilities in utilizing DSM-IV diagnostic labels is stressed. ******(Required course for Child and Adolescent Psychology Track. Satisfies program requirements as a Basic Intervention Elective)
- PCO-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.
- PCO-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. ****Offered ONLY in the Fall term**
- PCO-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. ****Offered ONLY in the Spring term**
- PSY-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 #PSY-636. Although this course may be taken concurrently with course #PSY-636, students choosing to do so are advised that additional self-study will most likely be required. ******(Satisfies program requirement as a Basic Intervention Elective)
- MAF-651 Assessment and Treatment Planning with Individuals and Family Systems 3 Credits**
 This course applies basic systems concepts and "Metaframeworks," to the comprehensive analysis of individuals and family systems. These concepts can be applied to a range presenting problems as well as healthy family functioning, including the impact of larger systems. Assessment methods include conventional diagnostic categories, individual testing, and systemic diagnoses. Implications of individual and systems perspectives will be explored in depth. The primary emphasis is on theoretical analysis and systems thinking rather than counseling intervention, although an integrative treatment model will be presented to guide treatment planning.
- MAF-652 Life Cycle and Cultural Issues in Marriage and Family Therapy 3 Credits**
Prerequisites: MAF-651 or MAF-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. ******(Satisfies program requirement as a Basic Intervention Elective)

MAF-653 Introduction to Sex Therapy 3 Credits
One of the major topics of concern among individual clients, and clients seeking couples therapy is the area of human sexuality, especially within the context of a relationship. MAF 653 has been designed as a specialized intervention course to facilitate an advanced understanding of the role of sexuality in human relationships and to introduce techniques to remediate sexual problems encountered in the practice of psychotherapy. The emphasis of this course is on a biopsychosocial, systems approach to sexual issues, although the course will also cover traditional modalities of sex therapy that focus on behavioral intervention. In addition to covering multiple models of relationally-focused sex therapy this course will explore the topics of sexual deviance, sexual trauma, and the practice of affirmative psychotherapy with sexual minorities.
**(Satisfies program requirement as a Basic Intervention Elective)

MAF-654 Individual Lifespan and the Family Life Cycle 3 Credits
Prerequisites: PCO-472 and MAF-651. The life span from prenatal life to aging is examined from a biopsychosocial perspective with a focus on life transitions, psychosocial development, cognitive functioning and adaptation. Individual development will be understood in the context of the family life cycle, an important conceptual framework for family assessment and treatment. Since individual development frequently trigger a systemic response, families often enter therapy during transitional periods needing second order change to adapt successfully. Thus, specific treatment options will be explored for individual and family life cycle issues.

MAF-655 Advanced Assessment and Counseling with Couples 3 Credits
Prerequisites: MAF-651 or MAF-663. This is an advanced course on assessment and counseling 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. Comprehensive assessment combines appraisal of the individual partners and the characteristics of the dyad, and counseling techniques are systematically tied to this assessment.

MAF-660 Issues of Culture and Diversity in Couples and Family Counseling 3 Credits
Prerequisites: MAF-654 and MAF-662. This course examines the role of important contextual factors, such as ethnicity, gender, sexual orientation, social class and disability, for couples and families. These contextual factors often create important differences in family structure, relational expectations, values, life-cycle development and responses to transition or stress. The course strives to build cultural competence in therapists including contextual self-awareness, knowledge of and sensitivity to diverse populations and the ability to address cultural factors in counseling. Students will be presented with the clinical skills of cultural assessment, case conceptualization, treatment planning and intervention.

MAF-662 Models of Couple and Family Counseling 3 Credits
This course presents an overview of major models of marriage and family therapy (MFT), which can be used in counseling individuals, couples, and families. It gives a historical perspective of how the MFT field has evolved, similar to the discipline of counseling. The full range of models will be covered, including psychodynamic, humanistic, Bowenian, CBT, emotionally focused, solution-focused, structural, strategic, and narrative. Discussion of each model will include 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.

MAF-663 Effective Couple and Family Counseling 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 couple 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.

MAF-664/MAF-665 MAF 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 MAF-664 and MAF-665. Students must concurrently enroll in M.A.F. Practicum Seminar I (MAF-667) and II (MAF-668). Completion of a minimum of 28 credit hours of course work, including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, PCO-505, PCO-647, MAF-651, MAF-654, MAF-660, and MAF-662;

and permission of the Director of Training and Community Service. The M.A.F. Practicum 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, with opportunities to work with couples and/or families, over the course of at least nine months. Students enrolled in the Certificate in Marriage and Family program must also concurrently enroll in MAF-664, MAF-667, MAF-665, and MAF-668.

MAF-667/MAF-668 MAF Practicum Seminar I & II 2 Credit per term
Prerequisite: Concurrent with Marriage and Family Practica (MAF-664-MAF-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

PCO-671 Structural and Systemic Bases of Health and Dysfunction 3 Credits
Prerequisites: PCO-350, PCO-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.

PSY-672 Race, Ethnicity, and Social Class 3 Credits
Prerequisite: PCO-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. **** (Satisfies program requirement as an Advanced Diversity Elective)**

PSY-673 Gender and Sexual Identity in Clinical Practice Across the Lifespan 3 Credits
Prerequisite: PCO-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. **** (Satisfies program requirement as an Advanced Diversity Elective)**

PSY-674 Gay, Lesbian, Bisexual, and Transgender Issues Across the Lifespan 3 Credits
Prerequisites: PCO-641 and PCO-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. **** (Satisfies program requirement as an Advanced Diversity Elective)**

PCO-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. ******(Required Course for Child and Adolescent Psychology Track, Satisfies program requirements as an Advanced Intervention Elective)

PSY-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.

PSY-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.

PSY-692 **Psychologists in Management and Administration** **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.

PSY-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.

PSY-696 **Doctoral Dissertation Preparation Seminar** **0 Credits**
Prerequisites: PCO-497, PSY-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.

PSY-697 **Doctoral Dissertation Proposal** **0 Credits**
Prerequisites: PCO-497, PSY-637, and PSY-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.

PCO-699 **Using Art in Treatment** **3 Credits**
Using experiential art making, reading and classroom discussion, this class provides an overview of the use of art in treatment with various populations. Class participants will identify how, when and where to integrate art into their treatment to deepen their work as clinicians. Class participants will also identify the limits within using art and knowing when and how to consult with an art therapist. Ethical standards, assessment, theoretical approaches and competency will be explored and discussed. ******(Required Course for Child and Adolescent Psychology Track, Satisfies program requirements as a Basic Intervention Elective)

PSY-701 **Advanced Psychodynamic Approaches to Intervention** **3 Credits**
Prerequisite: PCO-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. ******(Satisfies program requirement as an Advanced Assessment/Intervention Elective)

PSY-702 **Advanced Cognitive-Behavioral Approaches to Intervention** **3 Credits**
Prerequisite: PCO-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. ******(Satisfies program requirement as an Advanced Intervention Elective. Satisfies restricted electives for Child and Adolescent Psychology and Military Clinical Psychology Tracks)

PSY-703 **Advanced Humanistic/Existential Approaches to Intervention** **3 Credits**
Prerequisite: PCO-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.
******(Satisfies program requirement as an Advanced Intervention Elective)

PCO-704 **Advanced Child and Adolescent Psychotherapy** **3 Credits**
Prerequisites: PCO-623, PCO-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. ******(Required course for Child and Adolescent Psychology track. Satisfies program requirement as an Advanced Intervention Elective)

PSY-706 **Trauma Focused Approaches to Intervention** **3 Credits**
This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbidities. Students will learn about the range of events associated with trauma, the prevalence, incidence, and developmental impact of PTSD across the lifespan, major risk factors for trauma-related dysfunction, cultural factors that exacerbate or ameliorate dysfunction, specialized assessments for identifying trauma-related symptoms, and the major approaches to treatment and prevention of PTSD in the aftermath of trauma. The research-supported approaches to be covered include phase-oriented integrated therapy models, cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), Dialectical-Behavioral Therapy (DBT), Imagery Rehearsal Therapy (IRT), stress management techniques, group and family therapy approaches, and psychopharmacological interventions.
******(Satisfies program requirement as an Advanced Intervention Elective, Required course for Traumatic Stress Psychology Concentration)

CEH-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.

CEH-711 Theories and Techniques of Clinical Hypnosis II 3 Credits
Prerequisite: CEH-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.

CEH-712 Advanced Theory and Skills in Hypnosis Seminar 3 Credits
Prerequisite: CEH-710 and CEH-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.

CEH-714 Research Seminar in Clinical Hypnosis 3 Credits
Prerequisite: CEH-710 and CEH-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.

CEN-720 Neuropsychological Assessment I 3 Credits
Prerequisites: PSY-627, PSY-628, PSY-624, PSY-636, and PCO-648. This course is the first in a three course sequence designed to familiarize students with the foundations of neuropsychological assessment. This course provides a detailed overview of neuropsychological assessment techniques in common usage. It provides a review of basic neuroanatomy and neurophysiology, as well as an introduction to cognitive functions. Administration and scoring of various neuropsychological assessment instruments is emphasized, and issues of test administration and scoring in a socio-cultural context are included. NOTE: This class is only offered in the FALL semester. **(Required course for the Clinical Neuropsychology Concentration)

CEN-721 Neuropsychological Assessment II 3 Credits
Prerequisite: CEN-720. This course is a continuation of CEN-720 and is designed to be taken immediately after this prerequisite. This course builds on the material from CEN-720 and focuses on the neuropsychological assessment of neurocognitive disorders, including but not limited to, dementia, traumatic brain injury, cerebrovascular accident, and psychological disorders. Integrative interpretation of neuropsychological assessment results is emphasized. NOTE: This course is only offered in the SPRING semester. **(Required course for the Clinical Neuropsychology Concentration)

CEN-722/CEN-724 Practicum Seminar in Neuropsychology I & II 1 Credit per term
Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, CEN-723. Concurrent with CEN-726 and CEN-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.

CEN-723 Neuropsychological Assessment III 3 Credits

Prerequisite: CEN-721. This course is a continuation of CEN-720 and CEN-721 and is designed to be taken immediately after these two courses. This course covers advanced topics in neuropsychological assessment, and focuses on further development of neuropsychological case conceptualization. Controversies in modern neuropsychological assessment will be covered as well. NOTE: This course is only offered in the SUMMER semester. ******(Required course for the Clinical Neuropsychology Concentration)

CEN-725 Neuropsychological Intervention Techniques 3 Credits

Prerequisite: CEN-723. 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.

CEN-726/CEN-727 Neuropsychology Practicum 1 Credit per term

Prerequisites: PSY-603, PSY-606, PSY613, PSY-616, CEN-723. Concurrent with CEN-722 and CEN-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.

CEN-728 Pediatric Neuropsychological Assessment 3 Credits

Prerequisite: CEN-723. 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. ******(Satisfies restricted elective requirement for Child and Adolescent Psychology Track, Clinical Neuropsychology Concentration, and Program requirement as an Advanced Assessment/Intervention Elective)

PSY-732 Advanced Personality Assessment: Special Topics 3 Credits

Prerequisites: PSY-627, PSY-628, PSY-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. ******(Satisfies program requirement as an Advanced Assessment/Intervention Elective)

PSY-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.

******(Required course for Primary Care Psychology Concentration. Satisfies program requirement as a Basic Intervention Elective)

PSY-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.

******(Required course for Primary Care Psychology Concentration. Satisfies program requirement as a Basic Intervention Elective)

PCO-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.

******(Required course for Primary Care Psychology Concentration)

PCO-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.

PSY-740/PSY-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.)

PSY-743/PSY-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.)

MAP-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.

MAP-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.

MAP-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.

MAP-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.

MAP-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.

MAP-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.

MAP-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.

MAP-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.

MAP-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.

MAP-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.

PSY-770 Advanced Group Interventions: Conflict Resolution 3 Credits

Prerequisite: PCO-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.

MAT-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.

PSY-806 Advanced Trauma Focused Interventions 3 Credits

Prerequisite: PSY-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. ******(Required course for Traumatic Stress Psychology Concentration. Satisfies program requirement as an Advanced Intervention Elective)

PCO-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.

PCO-815 Mental Health Disaster Response Counseling 3 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

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.

PSY-873 Special Topics in Diversity 3 Credits

Prerequisites: PCO-497 and PCO-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.

PSY-901/PSY-903 Doctoral Dissertation I-III 0 Credits

Prerequisite: PSY-696, PSY-697 and PSY-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.

PSY-904 Doctoral Dissertation Continuation 0 Credits

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

PSY-905 Community Service Capstone Paper 0 Credits

Prerequisites: Completion of PCO-210, PCO-211-PCO-214, coursework outlined in Capstone Paper Handbook. The Community Service Capstone Paper is an integrative task required of all doctoral students upon completion of their community service practicum (typically in the first year of matriculation). Students must identify a topic based upon a problem encountered while on their community service practicum. With approval of their faculty advisor, students then complete an integrative paper, that conducts a critical review of literature and provides an analysis of the problem that includes an innovative perspective aimed at its alleviation. 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 this capstone task.

MAC-906 Community Engagement Project 3 Credits

This course is only for students enrolled in degree programs that involve a blend of online and face-to-face coursework requirements. Students enrolled in this course will complete a supervised community engagement project 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 may not complete this requirement at their place of employment. May not be transferred or waived, unless the student completed the Adler School Community Service Practicum.

PSY-990 Doctoral Clinical Qualifying Examination – 0 Credits

Assessment Competency

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

PSY-991 Doctoral Clinical Qualifying Examination – Intervention Competency 0 Credits

Prerequisite: Successful completion of PSY-990, enrollment in PSY-604/PSY-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.

MAC-995 Master's Clinical Qualifying Examination 0 Credits

**MACF-995
MACR-995
MAF-995
MAG-995
MAO-995
MAT-995
MSP-995**

Prerequisite: Completion or near completion of all M.A. requirements. 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.

PSY-998 Doctoral Oral Defense 0 Credits

Prerequisite: Permission of the Doctoral Dissertation Committee. Students defend their Doctoral Dissertation and must submit their dissertation for binding/publication to complete the Doctoral Oral Defense.

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 members. A vast majority of Core faculty members is full-time, while some Core faculty hold part-time positions. Core faculty members are actively involved in academic governance, faculty committees, student advisement and mentoring, clinical supervision, curriculum development, community involvement, and scholarship. 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 faculty, visiting professors, and other professionals, who are hired to teach specific courses or render other academic or clinical services. Adjunct faculty members are chosen for their expertise in specific areas of program curricula.

To view faculty biographies and contact information, please visit the website directory at <http://www.adler.edu>.

Chicago

CORE FACULTY

Josefina Alvarez, Ph.D.

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Academic Calendar 2012-2013

Term	Event	Date	Comments
	International Student Orientation	Tuesday, August 21, 2012	12:00 PM - 4:00 PM at the Chicago Campus
	Chicago Psy.D. New Student Orientation	Wednesday, August 22, 2012	10:00 AM - 4:00 PM at the Chicago Cultural Center
	Chicago M.A. New Student Orientation	Thursday, August 23, 2012	10:00 AM - 4:00 PM at the Chicago Cultural Center
	Chicago Program Specific Orientation and City Excursions Day	Friday, August 24, 2012	9:00 AM - 2:30 PM at the Chicago Campus
Fall 2012	Fall Semester Begins (Chicago Campus)	Monday, August 27, 2012	Chicago Campus
Fall 2012	Drop Fee Begins (Chicago Campus)	Monday, August 27, 2012	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, August 27, 2012.
Fall 2012	Add/Drop Period - 100% Refund **ALL CLASSES** (Chicago Campus)	Monday, August 27, 2012 - Sunday, September 2, 2012	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, September 2, 2012.
Fall 2012	M.A. in Police Psychology Orientation	Tuesday, September 4, 2012	6:00 PM - 7:00 PM at the Police Academy
Fall 2012	Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago Campus)	Monday, September 3, 2012 - Sunday, September 09, 2012	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, September 09, 2012. Classes dropped after this date will receive a "W" grade. Any attempt to add a class after this date will require written authorization from the instructor and payment to Student Accounts. Financial Aid recipients are encouraged to consult with Financial Aid.
Fall 2012	Labor Day	Monday, September 3, 2012	Chicago/Vancouver Campus Holiday
Fall 2012	Fall Semester Begins (Vancouver Campus)	Wednesday, September 5, 2012	Vancouver Campus
Fall 2012	Online Hybrid M.A. Orientation	Saturday, September 08, 2012	9:00 AM - 2:00 PM at the Chicago Campus
Fall 2012	Online Hybrid M.A. Residency	Saturday, September 08, 2012	Chicago Campus

Fall 2012	Online Hybrid M.A. Residency	Sunday, September 09, 2012	Chicago Campus
Fall 2012	Graduation Applications due for Spring 2013 Graduates (Chicago Campus)	Friday, September 28, 2012	Applications are due for students who will complete degree requirements during the Spring 2013 term. Students who wish to participate in the 2013 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2013 term, August 19, 2013. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2013.
Fall 2012	Thanksgiving	Monday, October 8, 2012	Vancouver Campus Holiday
Fall 2012	Explorers Day	Monday, October 08, 2012	Chicago Campus Holiday
Fall 2012	Deadline to drop a course with a "W" grade (Chicago Campus)	Sunday, October 21, 2012	Requests to drop a course must be submitted to your Advisor or Program Chair via your Adler email account no later than 11:59 PM CST on Sunday, October 21, 2012. Students cannot drop a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.
Fall 2012	Homecoming	Saturday, October 27, 2012	6:00 PM - 9:00 PM at the Chicago Campus
Fall 2012	Commencement Ceremony	Sunday, October 28, 2012	Location is TBA. Please see website for current information.
Fall 2012	Spring 2013 Registration (Chicago Campus)	Monday, October 29, 2012 - Friday, November 9, 2012	In order to avoid being assessed the late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Friday, November 9, 2012.
Fall 2012	Spring 2013 Late Registration (Chicago Campus)	Saturday, November 10, 2012	Students registering for the first time as of 12:00 AM CST on Saturday, November 10, 2012 will be assessed the late registration fee.
Fall 2012	Remembrance Day Observed	Monday, November 12, 2012	Vancouver Campus Holiday
Fall 2012	Thanksgiving	Thursday, November 22, 2012	Chicago Campus Holiday
Fall 2012	Day After Thanksgiving	Friday, November 23, 2012	Chicago Campus Holiday

Fall 2012	Fall Semester Ends (Chicago Campus)	Monday, December 10, 2012	Chicago Campus
Fall 2012	Fall Semester Ends (Vancouver Campus)	Sunday, December 16, 2012	Vancouver Campus
	Christmas Eve Observed	Monday, December 24, 2012	Chicago Campus Holiday
	Christmas Day Observed	Tuesday, December 25, 2012	Chicago/Vancouver Holiday
	Boxing Day Observed	Wednesday, December 26, 2012	Vancouver Holiday
	New Year's Day Observed	Tuesday, January 1, 2013	Chicago/Vancouver Holiday
Spring 2013	Spring Semester Begins (Vancouver Campus)	Thursday, January 3, 2013	Vancouver Campus
Spring 2013	Spring Semester Begins (Chicago Campus)	Monday, January 7, 2013	Chicago Campus
Spring 2013	Drop Fee Begins (Chicago Campus)	Monday, January 7, 2013	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, January 7, 2013.
Spring 2013	Add/Drop Period - 100% Refund **ALL CLASSES** (Chicago Campus)	Monday, January 7, 2013 - Sunday, January 13, 2013	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 13, 2013.
Spring 2013	Online Hybrid M.A. Orientation	Saturday, January 12, 2013	9:00 AM - 2:00 PM at the Chicago Campus
Spring 2013	Online Hybrid M.A. Residency	Saturday, January 12, 2013	Chicago Campus
Spring 2013	Online Hybrid M.A. Residency	Sunday, January 13, 2013	Chicago Campus
Spring 2013	Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago Campus)	Monday, January 14, 2013 - Sunday January 20, 2013	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 20, 2013. Classes dropped after this date will receive a "W" grade. Any attempt to add a class after this date will require written authorization from the instructor and payment to Student Accounts. Financial Aid recipients are encouraged to consult with Financial Aid.
Spring 2013	Martin Luther King Jr. Holiday	Monday, January 21, 2013	Chicago Campus Holiday

Spring 2013	Graduation Applications due for Summer 2013 Graduates (Chicago Campus)	Friday, February 8, 2013	Applications are due for students who will complete degree requirements during the Summer 2013 term. Students who wish to participate in the 2013 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2013 term, August 13, 2013. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2013. Psy.D. students who will complete dissertation and/or internship requirements after the term ends on August 13, 2013, but on or before August 31, 2013 should submit their application by this date. Applications submitted after this date must be accompanied with the \$50.00 late fee.
Spring 2013	Family Day	Monday, February 18, 2013	Chicago/Vancouver Holiday
Spring 2013	Deadline to drop a course with a "W" grade (Chicago Campus)	Sunday, March 3, 2013	Requests to drop a course must be submitted to your Advisor or Program Chair via your Adler email account no later than 11:59 PM CST on February 26, 2013. Students cannot drop a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.
Spring 2013	Summer 2013 Registration	Monday, March 4, 2013 - Friday, March 15, 2013	In order to avoid being assessed a late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Friday, March 15, 2013.
Spring 2013	Summer 2013 Late Registration (Chicago Campus)	Saturday, March 16, 2013	Students registering for the first time as of 12:00 AM on Saturday, March 16, 2013 will be assessed the late registration fee.
Spring 2013	Good Friday	Friday, March 29, 2013	Chicago/Vancouver Holiday
Spring 2013	Easter Monday	Monday, April 1, 2013	Vancouver Campus Holiday
Spring 2013	Spring Semester Ends (Vancouver Campus)	Tuesday, April 16, 2013	Vancouver Campus
Spring 2013	Spring Semester Ends (Chicago Campus)	Monday, April 22, 2013	Chicago Campus
Summer 2013	Summer Semester Begins (Vancouver Campus)	Wednesday, May 1, 2013	Vancouver Campus

Summer 2013	Summer Semester and Summer I Session Begins (Chicago Campus)	Monday, May 6, 2013	Chicago Campus
Summer 2013	Drop Fee Begins	Monday, May 6, 2013	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, May 6, 2013.
Summer 2013	Add/Drop Period - 100% Refund **ALL COURSES** - Summer, Summer I, & Summer II Session courses**	Monday, May 6, 2013 - Sunday, May 12, 2013	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 12, 2013.
Summer 2013	Add/Drop Period - 50% Refund **ALL COURSES** - Summer, Summer I, & Summer II Session courses**	Monday, May 13, 2013 - Sunday, May 19, 2013	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 19, 2013. Classes dropped after this date, will receive a "W." Any attempt to add a class after this date will require written authorization from the instructor and payment to Student Accounts. Financial Aid recipients are encouraged to consult with Financial Aid.
Summer 2013	Online Hybrid M.A. Residency	Saturday, May 18, 2013	Chicago Campus
Summer 2013	Online Hybrid M.A. Residency	Sunday, May 19, 2013	Chicago Campus
Summer 2013	Victoria Day	Monday, May 20, 2013	Vancouver Campus Holiday
Summer 2013	Memorial Day	Monday, May 27, 2013	Chicago Campus Holiday
Summer 2013	Deadline to drop Summer I and Summer II Session courses with a "W" grade (Chicago Campus)	Sunday, June 2, 2013	Requests to drop a course must be submitted to your Advisor or Program Chair via your Adler e-mail account no later than 11:59 PM CST on Sunday, June 2, 2013. Students cannot drop a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.

Summer 2013	Graduation Applications Due for Fall 2012 Graduates (Chicago Campus)	Friday, June 7, 2013	Applications are due for students who will complete degree requirements in the Fall 2013 term. Applications received after this date are subject to a late fee. Students who wish to participate in the 2013 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2013 term, August 19, 2013. PsyD students must have their final dissertation submitted to the PsyD department and internship requirements completed no later than August 31, 2013.
Summer 2013	Fall 2013 Registration	Monday, June 10, 2013 - Friday, June 21, 2013	In order to avoid being assessed the late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Friday, June 21, 2013.
Summer 2013	Fall 2013 Late Registration (Chicago Campus)	Saturday, June 22, 2013	Students registering for the first time as of 12:00 AM CST on Saturday, June 22, 2013 will be assessed the late registration fee.
Summer 2013	Deadline to drop practicum, dissertation, and internship classes with a "W" grade. **This does not include practicum seminar, professional development seminar, and dissertation prep seminar.**	Sunday, June 30, 2013	Requests to drop a course must be submitted to your Advisor or Program Chair via your Adler School e-mail account no later than 11:59 PM CST on Sunday, June 30, 2013. Students cannot drop a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.
Summer 2013	Summer I Session Ends	Sunday, June 30, 2013	Practicum, Internship, and Dissertation courses are still in session.
Summer 2013	Canada Day	Monday, July 1, 2013	Vancouver Campus Holiday
Summer 2013	Summer II Session Begins (Chicago Campus)	Monday, July 1, 2013	Chicago Campus
Summer 2013	Independence Day	Thursday, July 4, 2013	Chicago Campus Holiday
Summer 2013	Summer Session Ends (Vancouver Campus)	Sunday, July 28, 2013	Vancouver Campus
Summer 2013	Civic Holiday	Monday, August 5, 2013	Vancouver Campus Holiday
Summer 2013	Summer II Session Ends (Chicago Campus)	Monday, August 19, 2013	Chicago Campus
Summer 2013	Summer Semester Ends (Chicago Campus)	Monday, August 19, 2013	Chicago Campus

Summer 2013	Labor Day	Monday, September 2, 2013	Chicago/Vancouver Campus Holiday
Fall 2013	Fall term begins	Tuesday, September 3, 2013	Chicago Campus
Fall 2013	Fall term ends	Monday, December 16, 2013	Chicago Campus
Spring 2014	Spring term begins	Monday, January 6, 2014	Chicago Campus
Spring 2014	Spring term ends	Monday, April 24, 2014	Chicago Campus
Summer 2014	Summer term begins	Monday, May 5, 2014	Chicago Campus
Summer 2014	Summer term ends	Monday, August 18, 2014	Chicago Campus

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