



MISSION

VISION

VALUES

SOCIAL INTEREST
We are part of and invested in community, and we act and collaborate with compassion and social responsibility.

PRAGMA
We are outcome based, and we p and measurable

PLURALISM
We respect and celebrate human diversity and difference.

EXCELLENCE
We embrace the rigor, and integr scholarship, per

COURSE CATALOG

2013-2014



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, 800-374-2721 or 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, 800-374-2721 or 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 Register can be reached at 1200 New York Avenue NW, Suite 800, Washington D.C. 20005, 202-783-7663, www.nationalregister.org.
- 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 9080 Stn Prov Govt, Victoria, BC, V8W 9E2, www.gov.bc.ca/aeit.
- 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.

Table of Contents

The School: An Overview	8
Facilities and Campus Locations.....	8
The School's Mission.....	9
Social Responsibility.....	9
Nondiscrimination Policy.....	9
Diversity.....	10
Organization and Governance.....	10
Rights Reserved.....	10
Library Services	11
Center for Learning and Teaching	12
Writing Boot Camp.....	12
Adler Online	12
Adler Community Health Services	12
Clinical Training.....	12
Community Services.....	13
Adler Institutes for Social Change	13
Institute on Social Exclusion.....	13
Institute on Public Safety and Social Justice.....	14
Admissions Policies and Procedures	15
Application Process.....	15
Application Deadlines.....	15
<i>Chicago Campus</i>	16
<i>Vancouver Campus</i>	16
Evaluation of Applicants.....	16
Acceptance of Admission.....	17
Deferring Admission.....	17
International Applicants.....	17
<i>Chicago Campus</i>	17
<i>Vancouver Campus</i>	18
Students-at-Large / Non-Degree Seeking.....	19
Changing or Adding Programs.....	19
Re-admission.....	20
Transfer Credit.....	20
Academic Policies and Procedures	21
Schedule.....	21
Registration.....	21
Class Attendance.....	22
<i>Chicago Campus</i>	22
<i>Vancouver Campus</i>	22
<i>Application of Attendance Polices</i>	22
Credit Hour Policy.....	22
Full-Time and Half-Time Status.....	23
Course Drop and Withdrawal.....	24
<i>Chicago Campus</i>	24
<i>Vancouver Campus</i>	24
Administrative Withdrawal.....	24
Withdrawal in Good Standing.....	25
Satisfactory Progress.....	25
Professional Communication Skills.....	25
Student Comportment and Comprehensive Evaluation.....	26
<i>Student Referral Policy</i>	26
<i>Student Development Committee</i>	27

<i>Student Comprehensive Evaluation Committee</i>	27
<i>Appeals</i>	27
Qualifying Examinations and Capstone Paper.....	27
Master's Level Licensure/Registration.....	27
Doctoral Level Licensure/Registration.....	28
Grading System.....	28
<i>Chicago Campus</i>	28
<i>Vancouver Campus</i>	30
Academic Standing.....	30
<i>Good Academic Standing</i>	30
<i>Leave of Absence</i>	30
Family Education Rights and Privacy Act (FERPA) – Chicago Campus.....	31
Personal Information Protection Act (PIPA) – Vancouver Campus.....	32
Students with Disabilities.....	32
Tuition and Fees	33
Chicago Campus.....	33
<i>2013-2014 Schedule</i>	33
<i>Payment Information</i>	34
<i>Tuition Refund Policy</i>	34
Vancouver Campus.....	35
<i>2013-2014 Schedule</i>	35
<i>Payment Information</i>	35
<i>Tuition Refund Policy</i>	36
Financial Aid – Chicago Campus	36
Financial Aid Eligibility Requirements.....	36
Types of Financial Aid.....	37
<i>Unsubsidized Stafford Student Loans</i>	37
<i>Graduate PLUS Loan</i>	37
<i>Alternative Loans</i>	37
<i>Federal Work Study Program</i>	37
<i>Scholarships</i>	38
<i>Veteran's Benefits</i>	38
Financial Aid – Satisfactory Academic Progress Policy.....	38
<i>Financial Aid Warning and Suspension of Eligibility</i>	39
<i>Course In-Progress</i>	39
<i>Repeated Courses</i>	39
<i>Audited Courses</i>	39
<i>No Credit, No Pass</i>	40
<i>Incompletes</i>	40
<i>Readmitted Students</i>	40
<i>Leave of Absence</i>	40
<i>Withdrawal or Administrative Withdrawal</i>	40
Financial Aid Disbursement Timeline.....	41
Debt Management and Loan Counseling.....	41
International Students – Chicago Campus.....	41
Financial Aid – Vancouver	41
StudentAid BC Information for Students.....	41
Loans.....	41
<i>Canada Student Loans</i>	41
<i>British Columbia Student Loans</i>	42
Grants.....	42
<i>Canada Study Grant for Accommodations of Students with Permanent Disabilities (CSG-PD)</i>	42
<i>Canada Access Grant for Students with Permanent Disabilities (CAG-PD)</i>	42
International Students – Vancouver Campus.....	43
Programs of Study – Chicago Campus	43
M.A. in Counseling: Specialization in Clinical Mental Health Counseling (CMHC)	44

M.A. in Counseling – Art Therapy	50
M.A. in Counseling – Specialization in Forensic Psychology	54
M.A. in Counseling – Specialization in Rehabilitation Counseling	57
M.A. in Counseling – Specialization in Sport and Health Psychology	61
M.A. in Counseling and Organizational Psychology	67
M.A. in Couples and Family Therapy	72
M.A. in Criminology (Online)	75
M.A. in Industrial and Organizational Psychology (Online)	78
M.A. in Psychology: Military Psychology Specialization (Online)	81
M.A. in Emergency Management Leadership	84
M.A. in Public Policy Administration – Concentrations in Urban Mental Health and Human Rights	87
Certificate in Substance Abuse Counseling	90
Practicum Requirements – M.A. Degree Programs	92
Doctor of Psychology in Clinical Psychology	93
Admission Requirements	94
Review of Applications	94
Length of Program	94
Time to Completion	94
Residency Requirement	94
Qualifying Examinations	95
Practicum	96
Social Exclusion Simulation	96
<i>Right to Participate or Decline</i>	97
Internship	97
Clinical Doctoral Dissertation	97
Degree Requirements	98
Elective Menu for the Psy.D. Program	99
Schedule	100
Suggested Course Sequences	100
Graduation Requirements	102
Degree Requirements for the Military Track	103
Suggested Course Sequence	104
Degree Requirements for the Child and Adolescent Track in Clinical Psychology	107
Suggested Course Sequence	108
Concentration Areas	111
Doctoral Concentration in Advanced Adlerian Psychotherapy	112
Doctoral Concentration in Clinical Neuropsychology	113
Doctoral Concentration in Substance Abuse Treatment	116
Doctoral Concentration in Traumatic Stress Psychology	117
Doctoral Concentration in Primary Care Psychology	118
Programs of Study – Vancouver Campus	119
M.A. in Counselling Psychology	119
Master of Counselling Psychology	114
M.A. in Organizational Psychology – Vancouver Campus	123
M.A. in Community Psychology	129
Doctorate of Psychology in Clinical Psychology – Vancouver Campus	132
Course Descriptions	138
Faculty	193
Chicago Campus	193

Vancouver Campus	195
Board of Trustees	196
Staff	197
Chicago Campus	197
Vancouver Campus	199
Academic Calendar 2013-2014	200

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 approximately 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's Chicago campus is located in the heart of downtown Chicago. The 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 degree programs. Attainment of this competency is achieved through 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, 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 subject 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 address the actions of 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. Degree and 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 governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI), which serves over 94% of Illinois higher education students, faculty and staff at 145 member institutions.

Among the many benefits of CARLI membership are the I-Share integrated library system that serves 80 institutions; e-resources brokering offers, with over 2500 discounted subscriptions to electronic journals and other resources in fiscal year 2011; the Illinois Library Delivery Service (ILDS), offering 24-hour delivery among 141 CARLI libraries and all of the state's regional library systems; and the Book Digitization Initiative, a partnership with the Open Content Alliance to provide a digitization opportunity for Illinois academic and research libraries.

The I-Share integrated library system serves as the online catalog for 80 member libraries in Illinois that agree to share resources, so that the Adler School community has access to a combined collection of over 10 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

Off-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.

The Library's print collection comprises approximately 17,000 circulating books, over 100 print journal titles, and more than 500 instructional audiovisual materials.

As of June 2013, the Library provides access to

- over 40 research databases in psychology and the related social sciences,
- full-text electronic content from more than 49,000 unique journal titles,
- over 23,000 electronic books, and
- several online collections of newspapers

Major electronic resources include:

PsycINFO
PsycARTICLES
PsycBOOKS
PsycTESTS
PsycTHERAPY
Psychiatry E-books Online
Science Direct Journals

Credo Reference
GenderWatch
SocIndex Full Text
SAGE Journals Online
DSM Library
SPORTDiscus
Tests in Print

LexisNexis Academic
Academic Search Premier
MEDLINE plus Full Text
Counseling and Therapy in Video
ProQuest Dissertations Online
Mental Measurements Yearbook
ProQuest Psychology Journals

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 next steps towards academic success. 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.

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).

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.

Adler Online

At the Adler School, online degree programs are designed to be engaging, interactive, and student-centered. Our innovative coursework is developed and delivered by qualified subject matter experts who are trained in online instruction. All of our online courses are developed based on internationally recognized standards for quality design and delivery. Although the online degree programs are rigorous, they are also designed to accommodate the busy schedule of working adults.

State of the art technology is used to enhance the learning experience for our students, with a focus on accessibility. The Adler School began providing online education in 2007. In 2010, the Sloan Consortium recognized Adler Online with the Effective Practice Award, a national award for best practices in innovative online faculty and student support systems. The School's strategic plan calls for the continued development of a vibrant system of online graduate degree programs—designed to address the education needs of today's online student, through dynamic content, technology and support.

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 eight 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, students from elementary school through college, 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 public health, community psychology, 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.

Research: Recent ISE research activities involved investigations of the mental health implications of an amendment to Chicago's Vacant Buildings Ordinance that holds banks accountable for maintaining and securing houses and other structures on which they foreclose. Another research project involved investigations of the mental health implications of revisions to the United States Equal Opportunity Employment Commission's Policy

Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions under Title VII of the Civil Rights Act of 1964. 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 at the ISE write and publish papers, as well as present their work at conferences.

Recent community outreach projects include gun violence prevention programming for youth in a Chicago community plagued by high rates of gun violence; the development of a community-based advocacy agenda around employment legislation; and the development of a community-based and community-informed violence prevention strategy.

Public Awareness: 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; a panel discussion on the wide range of “off radar” issues faced by people of color within the LGBT community; a series of presentations, radio and television interviews, and op-eds and articles in the print media; and community-based informational programming. The ISE has also hosted seminal conferences on topics such as the Social Determinants of Urban Mental Health which featured topics such as the mental health impacts of industrial activity, open space, food insecurity, and the built environment.

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 well-being 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, and the Pierce Family 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, promotes population mental health by narrowing mental health inequities.

Application: The **Center for the Social Determinants of Mental Health** was launched in 2012 as the national center for the generation and dissemination of knowledge and the influence of social conditions on public mental health, particularly as it effects disadvantaged and marginalized populations. It represents the applied work of the ISE and focused on one particular manifestation of marginalization – health inequity. The Center is designed to increase understanding of the wider determinants of health and well-being, address mental health disparities and inequalities, develop and promote the concept of “public mental health,” build community capacity for addressing the social conditions that impact mental health, and advance the integration of mental health considerations into legislative and public policy decision making processes.

To learn more about the Institute on Social Exclusion and the Center for the Social Determinants of Mental Health and connect with our work, e-mail ISE@adler.edu.

Institute on Public Safety and Social Justice

The purpose of the Institute on Public Safety and Social Justice (IPSSJ) is to meet public safety challenges with socially just solutions. We work with community groups, peer institutions, and systems partners to address public safety challenges. By forging creative collaborations, we can devise empirically sound methods beyond mere suppression to create environments where a more lasting and meaningful sense of peace and wellness can prevail. We believe that by working together, bringing all concerned into the mix, we can improve urban safety outcomes by enhancing human potential and community wellness.

Rather than rely completely on safety strategies that isolate and confine, we strive to develop transformative alternatives that restore people, families, and neighborhoods to their optimal functionality. By mobilizing the wisdom and assets of stakeholders at all levels, IPSSJ seeks to shift the tide in public safety thinking and to create momentum for 21st century solutions that strengthen communities, protect families, and bring people closer together. We aim to create communities where all people can reach their full potential.

Every time we remove someone from society there are serious long-term consequences. While this is often a necessary step in protecting family and/or community members, our society has become far too reliant on strategies of confinement and control. We must rediscover our capacity for lifting up all members of our society, no matter their needs, challenges, or personal traumas. By focusing on peoples' potential – rather than just their negative behaviors – we can begin to build stronger and safer neighborhoods. We believe that real safety is the result of vibrant communities and systems that promote self-reliance, interdependence, and accountability.

IPSSJ addresses the following objectives through community collaboration, public education, and applied research:

- Working to build public safety systems that heal and address trauma rather than recreate it
- To help organizations plan strategies that promote functionality and wellness
- To support a cultural shift away from punishment and towards positive human and community development

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.*

**The GRE general test is required for applications to the Doctorate in Clinical Psychology program.*

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 doctoral programs. 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 a doctoral 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	Rolling	Fall entry only
M.A. Counseling: Specialization in Rehabilitation Counseling	Rolling	Fall entry only
M.A. Counseling: Specialization in Forensic Psychology	Rolling	Fall entry only
M.A. Counseling: Specialization in Sport and Health Psychology	Rolling	Fall entry only
M.A. Couples and Family Therapy	Rolling	Fall entry only
M.A. in Counseling and Organizational Psychology	Rolling	Fall entry only
M.A. in Counseling: Art Therapy	Rolling	Fall entry only
M.A. in Industrial and Organizational Psychology (online)	Rolling	Fall and Spring
M.A. in Emergency Management Leadership	Rolling	Fall entry only
M.A. in Public Policy and Administration	Rolling	Fall entry only
M.A. in Criminology (online)	Rolling	Fall and Spring
M.A. in Psychology: Specialization in Military Psychology (online)	Rolling	Fall entry only
Specializations/Certificates	Rolling	All
<i>Vancouver Campus</i>		
Psy.D. in Clinical Psychology	February 15 th	Fall entry only
M.A. in Counselling Psychology	Rolling	Fall and Spring
Master of 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 to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (doctoral applicants) 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 forfeit their deposit.

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

Deferring Admission

Students who have been fully admitted into a degree program may defer their admission for up to one year after their original term of admission. To defer admission, the student must have their statement of acceptance along with the appropriate tuition deposit, 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 should 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 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.

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.

Off Campus Work Permit Program (OCWPP)

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 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

Doctoral students may enroll in a Master's degree program, and M.A. students may apply to change from one Adler School Master's degree program to another by submitting the appropriate application forms. Students must satisfy admission requirements for the degree or certificate program at the time of application to the new program. Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program.

Master's degree students who wish to apply to a doctoral program are encouraged to 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 doctoral program 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 doctoral applicants apply to Adler School Masters students who

are applying to a doctoral 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, may submit a new application for admission no less than one year from the date of withdrawal and will be evaluated according to current admission requirements. If readmitted, applicants/students are subject to the 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 withdrawal in good standing.

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. 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.

Transfer of credit is subject to the following conditions.

1. Transferred course credit is restricted to graduate-level courses from a recognized, regionally-accredited degree granting institution.
2. Completed course matches 80% of the content of the course requirement.
3. Number of credits earned for the completed course matches or exceeds number of credit hours for the requested course.
4. Transfer of credit is not granted for practicum or internship.
5. Transfer of credit is granted only for courses in which the grade earned was a "B" or higher. Pass/Fail or Credit/No Credit courses are ineligible.
6. No credit will be transferred for coursework that is more than five (5) years old.

Students will be charged a transfer of credit fee for each course evaluated for consideration. Please reference the current schedule of fees and tuition schedule for transfer of credit fee information.

Maximum Amount of Transferable Credits

Program	Maximum Transfer Credits
M.A. in Counseling	12
M.A. in Counseling: Art Therapy	12
M.A. in Counseling: Specialization in Rehabilitation Counseling	12
M.A. in Counseling: Specialization in Sport and Health Psychology	12
M.A. in Counseling: Specialization Forensic Psychology	12
M.A. in Counseling and Organizational Psychology	12
M.A. in Couples and Family Therapy	12
M.A. in Criminology (Online)	12
M.A. in Industrial and Organizational Psychology (Online)	12
M.A. In Psychology: Specialization in Military Psychology	12
M.A. in Public Policy Administration: Human Rights	12
M.A. in Public Policy Administration: Urban Mental Health	12
Doctor of Psychology in Clinical Psychology (Psy.D.)	24
Doctor of Psychology in Clinical Psychology: Military Psychology Track	24
Doctor of Psychology in Clinical Psychology: Child and Adolescent Psychology Track	24

Academic Policies and Procedures

Schedule

The year-round instructional format consists of three semesters. Each credit hour is equal to 14 contact hours of instruction, which is supplemented by appropriate reading, research, study, and other educational activities students are expected to undertake between class sessions. Courses are held during daytime, evening, and weekend hours. In addition, some courses are offered using an online format or a blended format with both on-line and classroom instruction. The learning outcomes and objectives are the same for online, blended, and traditional classes.

Registration

Term schedules are published and updated online via WebAdvisor. Students register on-line and registration deadlines are published each term. Please consult the academic calendar for specific dates. 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 a written request 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

CHICAGO CAMPUS

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 should 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 may receive a grade of "F" (Fail) and may be required to 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 on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class may 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 may receive a grade of "NC" (No Credit) and may 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 should notify the instructor in advance. Students who miss more than two unexcused (or one 5-hour per week) class sessions may receive a grade of "F" (Fail) and may be required to repeat the course. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of "F" (Fail) and may be required to repeat the course. In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class may 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 may receive a grade of "NC" (No Credit) and may be referred to the Training Committee for review.

VANCOUVER CAMPUS

Students are responsible for regular and punctual attendance during each class session. Students who expect to miss or arrive late for a class should 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, may receive a grade of "F" (Fail) and should 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 may 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 may 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 may receive a grade of "NC" (No Credit) and may be referred to the Training Committee for review.

APPLICATION OF ATTENDANCE POLICIES

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.

Credit Hour Policy

The Adler School of Professional Psychology assigns and awards credit hours that conform to commonly accepted practices in higher education. The school employs the following definition in awarding credit hours:

At Adler School a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

Fifteen week terms are considered one semester, resulting in three semesters over an academic year.

For traditional **lecture-discussion and seminar** courses, a 1 credit hour class meets 50 minutes per week over the course of the semester.

Short term courses: Half-semester courses (8-week term), summer session courses, and other courses offered over an abbreviated period of time will require the same amount of classroom and out of class work per credit hour as required of semester-long courses with work distributed over the shorter period of time.

Practicum, Field Work and Internships requires at least one full-time five-day week of professional practice or the equivalent over a longer period of time for one credit hour.

Independent Study will represent a minimum of three hours of student work per week throughout the course of the semester or the equivalent work distributed over a different period of time.

Distance Education, Internet and Hybrid (Blended) Courses: Credit hour policy is consistent with the standards of courses offered through face to face instruction, although some or all of content and faculty-student interaction occurs through one or more forms of distance education.

All definitions and standards apply equally to courses offered both on and off campus.

For more information please contact the Registrar.

Full-Time and Half-Time Status

CHICAGO PROGRAMS

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.

ONLINE

Students enrolled **exclusively** in an online degree program must enroll in six (6) or more credits to be considered full-time. Students enrolled in three to five (3 - 5) credits are considered half-time, and those enrolled in fewer than three 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 satisfy the requirement for full-time study, and are eligible to receive Title IV funding and deferments. Students who are only registered for practicum continuation meet the requirement for half-time study, and are eligible to receive Title IV funding and deferments.

Course Drop and Withdrawal

CHICAGO CAMPUS

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 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.

VANCOUVER CAMPUS

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 may 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 professional comportment. *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 administrative withdrawal and, if admitted, must meet the program requirements and policies 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 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 lender. The student is responsible for repaying the School for any balances owed as a result of the return of financial aid funds.

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, and may not be subject to pending disciplinary, ethical, or academic inquiries. Withdrawal 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 policies, procedures, 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) may 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.

Professional Communication Skills

Professional communication skills are a necessity for today's practitioners-in-training and foundational to their success. In order to ensure that Adler School students will be ready to become tomorrow's leaders, written and

verbal 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 and individual consultations on academic and professional communications, and students who wish to improve their skills in these areas are encouraged to participate in these opportunities.

Student Comportment and Comprehensive Evaluation

The School requires that students demonstrate the highest standards of academic, personal, and professional comportment. 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 comprehensive evaluation statement regarding the School's expectations for student comportment. 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 discipline and academic program specific competencies 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.

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.

STUDENT REFERAL POLICY

The Adler School of Professional Psychology requires all students to uphold the highest standards of academic, personal and professional conduct. The Student Referral Policy applies to all academic and professional training-related conduct, including online, on-campus, and at the training sites. The School reserves the right to exercise jurisdiction over events or actions occurring off campus or in virtual communities, in which Adler's community interest is affected. This policy is designed to contribute to the personal as well as professional growth of the students and to ensure the welfare of the School and its related communities.

When students display behavior which may hinder their academic performance, professional development and competencies, and violate professional code of ethics, any member of the Adler community, including students,

staff, and faculty, may refer and complete the Student Incident Form which can be provided by the Associate Vice President of Student Affairs and is available online.

The term "Student Incident" refers to occurrences, events, or observations in which a student display behavior which is inconsistent with the expectations of the school including student's professionalism, academic performance, professional competency and the development of a socially responsible practitioner or scholar in their respective field of study.

Referrals will be directed to the Department Chair or Department Designee who, utilizing established criteria, will consult with the Faculty Advisor to determine the level of severity of the concern in accordance with the criteria, and whether a referral will be processed and handled by the student's Faculty Advisor, Student Development Committee, or the Student Comprehensive Evaluation Committee. A referral can also be directed to the Associate Vice President of Student Affairs who will work with the Department Chair or Department Designee to determine how the concern will be handled.

Incidents referred to Faculty Advisors are considered to be minor but warranting intervention from the Advisors which may include the development of an individual remediation plan.

STUDENT DEVELOPMENT COMMITTEE (SDC)

The SDC is standing committee within individual academic departments. It is responsible for monitoring the academic progress, professional competence and behaviors of students at the departmental level. The primary function of the Committee is to guide student who are referred to the Committee towards improving their academic performance and further developing their professional competencies required by their profession and field of study.

The referred student will be required to meet with the members of the SDC. After meeting with the student and review all the relevant information regarding the referral, the Committee will decide the course of action to assist student's development.

STUDENT COMPREHENSIVE EVALUATION COMMITTEE (SCEC)

Major or repeated infractions of an academic, personal or professional nature will be addressed through the Student Comprehensive Evaluation Committee (SCEC). The Committee will conduct a comprehensive evaluation of the student including meeting with the student, review all the relevant information and records of the referral, as well as student's overall performance at school and at field training site, and previous incident referrals if applicable. The Committee will render a decision of the outcome of the referral and the comprehensive evaluation of the student.

APPEALS

Students may appeal the referral outcomes by following the Grievance Appeal Policy posted online at www.adler.edu.

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 and Capstone Paper

In addition to satisfying course work, practica and other program requirements, masters and doctoral programs require qualifying exams which differ by program. Please consult the requirements for each program. Qualifying examinations are important requirements, 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.

Masters Level Licensure/Registration

Graduates of the Master of Arts programs in Counseling, Specialization in Rehabilitation Counseling, Specialization in Sport and Health Psychology, Specialization in Forensic Psychology, Counseling/Organizational

Psychology, Marriage and Family Therapy, and Art Therapy are qualified to sit for the licensing examination for Licensed Professional Counselors (LPC) in the State of Illinois. With 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. 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 who offer direct services to the public must be licensed 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.

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

Grade Scale	
94 – 100%	A

90 – 93%	A-
88 – 89%	B+
84 – 87%	B
80 – 83%	B-
73 – 79%	C
70 – 72%	D
Below 70%	F

In Progress

A temporary grade of “IP” (In Progress) can be given to students who are engaged in field experiences, independent study, thesis, 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. 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 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.

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 to an “F” (Fail).

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 academic satisfactory progress.

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 / Grade Appeals

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 can notify the course instructor. In order for the grade to be changed, the instructor must secure the approval and signature of their immediate supervisor (Program Director or Chair). Grade Change forms should be submitted to the Office of the Registrar.

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 Standing

GOOD ACADEMIC STANDING

All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica and internship (doctoral students), to receive financial aid, and to graduate. In addition, students must successfully complete ("B" grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid. Students 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.

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 also 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 information regarding the procedure and the results of the LOA.

Students who do not return from a Leave of Absence by the agreed upon term may 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, by following the procedures of the Grievance Appeal Policy posted online at www.adler.edu.

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 students with qualified 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

2013-2014 TUITION AND FEES SCHEDULE

Admissions Fees and Deposits

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

Tuition

Tuition – Standard MA Credit Hour	\$1,080
Tuition – Standard Doctoral Credit Hour	\$1,230
Tuition – Dissertation Credit Hour	\$1,230
Tuition – Full-time Internship (per term)	\$1,230
Tuition – Half-time Internship (per term)	\$615
Tuition – 100% Online Programs	\$750
Tuition – Audit MA Credit Hour	\$ 540
Tuition – Audit Doctoral Credit Hour	\$ 615

Course Fees

Fee – MA Prerequisite	\$1,620
Fee – Doctoral Prerequisite	\$1,845
Fee – MA Professional Development Seminar	\$1,080
Fee – Doctoral Professional Development Seminar	\$1,230
Fee – Doctoral Dissertation Preparation Seminar	\$200
Fee – Doctoral Dissertation Proposal	\$1,230
Fee – Doctoral Dissertation Proposal Continued	\$1,230
Fee – Doctoral Dissertation Continuation	\$2,460
Fee – Community Service Capstone Paper	\$1,230
Fee – M.A. Qualifying Exam	\$1,080
Fee – Doctoral Clinical Qualifying Exam	\$1,230
Fee- Doctoral Qualifying Exam	\$1,230
Fee – Dissertation Defense	\$460

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	\$260
Fee – Professional Liability Insurance (per term)	\$70
Fee – Professional Liability Insurance for Community Service Practicum (per term)	\$40

Degree Completion Fees

Fee – Graduation (per degree)	\$170
Fee – Continuing Ed Certificate Processing	\$40
Fee – Replacement Diploma	\$50

Other Fees

Fee – Writing Boot Camp	\$100
Fee – Course Drop	\$60
Fee – Late Registration	\$360
Fee – Returned Check (per occurrence)	\$60
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$50
Fee – Late Payment Fee	2% of balance

PAYMENT INFORMATION

Online tuition payments are accepted through WebAdvisor. Students may pay tuition and fees by e-check or MasterCard, Discover, American Express, or Visa. 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

2013-2014 TUITION AND FEE SCHEDULE

Admissions Fees and Deposits (in Canadian Dollars)

Admissions Application Fee	\$50
Deposit (non-refundable) – Master’s programs (will be applied to first semester’s tuition)	\$300
Deposit (non-refundable) –PSYD Program (will be applied to first semester’s tuition)	\$500
Start Date Deferral Fee	\$500

Tuition

Tuition Standard Master’s Credit Hour	\$795
Tuition –Standard Psy.D Credit Hour	\$950
Tuition – Audit Master’s Credit Hour	\$397.50
Tuition- Audit Psy.D. Credit Hour	\$475

Registration-Based Fees

Fee – Student Activity/Library Fee (per term)	\$185
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add Fee (per occurrence)	\$50
Fee –Pre-Practicum Skills Lab	\$350
Fee –MA Research Preparation Fee	\$600
Fee – MA Thesis Continuation	\$795
Fee – Masters Qualifying Exam	\$900
Fee-Psy.D Clinical Qualifying Exam	\$950
Fee-Psy.D Research Proposal and Project Fee	\$950
Fee –Psy.D Internship Fee	\$950

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.

Doctoral students receiving federal financial aid are eligible for a maximum of 7 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;
- Doctoral 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 eligible for various types of loans and scholarships. 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 2013-14 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 2013-2014 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.

Financial Aid Eligibility - 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 Progress (Overall);
- Timely Degree Completion.

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

1. 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.

2. 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.

3. Timely Degree Completion

All qualified Doctoral students receiving federal financial aid are eligible for a maximum of 7 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 of Eligibility

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.

For information regarding the Financial Aid Appeal Procedure, please see the 2013-2014 financial aid handbook.

Course In-Progress

Satisfactory Academic Progress is 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

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; both types of grades can result in a dismissal and/or administrative withdraw. NC and/or 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 loss 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 must 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 LOA request must be approved in accordance with School 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 days are 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 and 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 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.

Until the 60% point in each 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.

It is the student's responsibility 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 may 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 holds 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 may be required to return part or all of a student's federal financial aid. As a result, the student will be responsible for any remaining balance.

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 must attend at least one Debt Management Seminar prior to graduation. Seminars are offered each term by the Office of Financial Aid. Federal regulations stipulate that all students awarded 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.

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
- Counseling (Evening/Weekend/Online Format)
- Counseling: Art Therapy
- Counseling: Specialization in Rehabilitation Counseling
- Counseling: Specialization in Sport and Health Psychology
- Counseling: Specialization in Forensic Psychology
- Counseling and Organizational Psychology
- Couples and Family Therapy
- Criminology (Online)
- Industrial and Organizational Psychology (Online)
- Emergency Management Leadership (Online/Hybrid)
- Psychology: Specialization in Military Psychology
- Public Policy and Administration: Human Rights Concentration
- Public Policy and Administration: Urban Mental Health Concentration

Certificate Programs in:

- Advanced Adlerian Psychotherapy
- Clinical Neuropsychology
- 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
- Clinical Neuropsychology
- Primary Care Psychology
- Traumatic Stress Psychology
- Substance Abuse

M.A. in Counseling: Specialization in Clinical Mental Health Counseling (CMHC)

Program Overview

The Master of Arts in Counseling - Clinical Mental Health Counseling is to prepare skilled and socially responsible counselors who are culturally competent and socially aware to meet the needs of diverse communities. It prepares students with knowledge in theories and methods of clinical mental health counseling. Graduates of the program may work in a wide variety of mental health positions such as in human service agencies and organizations in both the public and private sectors.

The Master in Counseling –CMHC program consist of:

- A comprehensive theoretical curriculum (counseling and Adlerian foundations) and supervised field experiences of 61 credit hours. These may be completed in two years as a full-time student or three years on a part-time (evening/weekend/online) basis;
- The clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings;
- A Community Services Practicum (CSP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change;
- A CMHC Comprehensive Examination (CPCE).

Instructional Modality

This program may be completed on a full-time daytime or part-time/evening basis. Courses required for this program are offered in a combination of weekday, evening, weekend, online, and blended options, giving students the flexibility to complete the program in a time-frame that may be realistic with other obligations they have.

Licensure

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in the State of Illinois. Per the approval of the Illinois Department of Financial & Professional Regulation, graduates may be able to take the National Counselor Exam which was adopted by the state for the LPC credential. With additional post-masters supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois. Students should be advised that licensure criteria may change frequently and that some states may require courses and/or training beyond those currently required by the program. Therefore, students should plan their curriculum according to specific state requirements. Details regarding application for these credentials can be found at www.nbcc.org/directory.

CMHC students also have the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation. Upon degree completion, students can submit their passing NCE scores to the state board toward the fulfillment of state LPC 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 “B” 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

Core Courses

CMHC- 510	Professional Development Seminar	0 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* CMHC-531	Foundations of Clinical Mental Health	3 cr.
* COUN-532	Professional, Legal and Ethical Issues	3 cr.
* COUN-533	Counseling Theories	3 cr.
*#COUN-534	Counseling Skills	3 cr.
*#COUN 535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
*#COUN-540	Group Counseling	3 cr.
#COUN-617	Treatment Planning and Intervention	3 cr.
COUN-618	Couples and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN 630	Addictions Counseling	3 cr.
CMHC -635	Advanced Clinical Mental Health Counseling	3 cr.
CMHC 599	Special Topics in Clinical Mental Health Counseling	3 cr.

Field Training and Seminars

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.
CMHC-693	CMHC Practicum & Seminar	2 cr.
CMHC-694	CMHC Internship & Seminar I	2 cr.
CMHC- 698	CMHC Internship & Seminar II	2 cr.

CMHC Comprehensive Examination

CMHC-995	CMHC Comprehensive Examination (CPCE)	0 cr.
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Total Credit Hours: 61

Note:

1. Courses denoted with an asterisk are practicum pre-requisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.
2. Courses with # are offered only on ground (campus), 15 weekly format.

Curriculum Sequences

FULL TIME

YEAR ONE

Fall Term

CMHC-510	Professional Development Seminar	0 cr.
COUN-531	Foundations of Clinical Mental Health	3 cr.
COUN-532	Professional, Legal and Ethical Issues	3 cr.
COUN-533	Counseling Theories	3 cr.
COUN-534	Counseling Skills	3 cr.

Term Credits = 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
COUN-536	Counseling in Multicultural Communities	3 cr.
COUN-540	Group Counseling	3 cr.
COUN-622	Human Growth Development	3 cr.

Term Credits = 14

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
CMHC-617	Treatment Planning and Interventions	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

COUN-625	Research and Program Evaluation	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-693	CMHC Practicum and Seminar	2 cr.

Term Credits = 11

Spring Term

COUN-618	Couples and Family Counseling	3 cr.
CMHC-635	Advanced Clinical Mental Health Counseling	3 cr.
CMHC-694	CMHC Internship and Seminar	2 cr.
COUN-630	Addictions and Counseling	3 cr.

Term Credits = 11

Summer Term

CMHC-599	Special Topics in Clinical Mental Health	3 cr.
CMHC-698	CMHC Internship and Seminar II	2 cr.
CMHC-995	CMHC Comprehensive Exam	0 cr.

Term Credits = 5

Total Credit Hours = 61

PART TIME

YEAR ONE

Fall Term

CMHC-510	Professional Development Seminar	0 cr.
COUN-532	Professional, Legal and Ethical Issues	3 cr.
COUN-533	Counseling Theories	3 cr.
COUN-534	Counseling Skills	3 cr.

Term Credits = 9

Spring Term

COUN-531	Foundations of Clinical Mental Health	3 cr.
COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
COUN-622	Human Growth Development	3 cr.

Term Credits = 9

Summer Term

COUN-536	Counseling in Multicultural Communities	3 cr.
CMHC-617	Treatment Planning and Interventions	3 cr.

Term Credits = 6

YEAR TWO

Fall Term

COUN-518	Adlerian Theory and Counseling	3 cr.
COUN-540	Group Counseling	3 cr.
COUN-618	Couples and Family Counseling	3 cr.

Term Credits = 9

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-630	Addictions and Counseling	3 cr.

Term Credits = 8

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
PCO-215	Community Service Practicum Extension	0 cr.
COUN-625	Research and Program Evaluation	3 cr.

Term Credits = 5

YEAR THREE

Fall Term

COUN-629	Career Development Theories and Interventions	3 cr.
COUN-693	CMHC Practicum and Seminar	2 cr.

Term Credits = 5

Spring Term

CMHC-635	Advanced Clinical Mental Health Counseling	3 cr.
CMHC-694	CMHC Internship and Seminar	2 cr.

Term Credits = 5

Summer Term

CMHC-599	Special Topics in Clinical Mental Health	3 cr.
CMHC-698	CMHC Internship and Seminar II	2 cr.
CMHC-995	CMHC Comprehensive Exam	0 cr.

Term Credits = 5

Total Credit Hours = 61

Graduation Requirements

1. Satisfactory completion of all required courses, and seminars;
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of Internship;
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 B- or lower;
5. Passing grade on the Counseling Comprehensive Examination;
6. Submission of Graduation Application and full payment of all outstanding tuition and fees; and
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling- CMHC.

Professional Practice and Field Training

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.

Community Service Practicum (CSP)

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. First year full time students will typically 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. Part-time students may spend less hours per week at the site and may finish the CSP in a longer period of time.

Clinical Mental Health Counseling Practicum and Internship

Professional practice is a key element of the training of a student to become a professional counselor. During field training, students are provided with opportunities to apply theory, develop counseling skills, and formulate treatment goals and strategies with actual clients under supervision both from the site and the School.

CMHC field training is composed of two phases which typically both take place at the same site. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase students are to complete a minimum 100 hours field work, consisting of 40 hours direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours field work, consisting of 240 direct client hours of various services, including but not limited to individual & group counseling, assessment, and in-take.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship; and internship as a supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The Adler Training Department will assist students with the application process during the academic year prior to the actual field placement. The School has a pool of approved training sites of various mental health settings and service themes. Details for requirements and application process of the CMHC Practicum and Internship can be found in the Clinical Mental Health Counseling Practicum and Internship Training Manual. You may find and download a copy of this manual from the Adler Connect Portal at www.adler.edu, or from program faculty advisor and program director.

Counseling Comprehensive Examination

The CMHC program uses the Counselor Preparation Comprehensive Examination (CPCE) as a comprehensive examination of students. It is developed and published by the Center for Credentialing and Education and is offered by the National Board of Certified Counselors. Students can take the comprehensive examination upon completion of all their core courses and consultation with their advisors.

M.A. in Counseling – Art Therapy

The purpose of the Adler School Counseling: Art Therapy Program (MAT) 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: 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.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAT-450	Lifespan Development in Art Therapy	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-451	Multicultural, Socio-cultural approaches in Art Therapy	3 cr.
MAT-466	Studio Art	3 cr.
PCO-472	Basic Skills for Psychotherapy	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.
PCO-438	Introduction to Addictive Disorders	3 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.

Term Credits = 11

Summer Term

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

Term Credits = 3

Total Credit Hours = 63

Graduation Requirements

Satisfactory completion of all required credit hours, including all required courses

1. Satisfactory completion of at least 200 clock hours of community service practicum
2. Satisfactory completion of 700 minimum clock hours of art therapy practicum/internship with 350 of those hours in direct client contact
3. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of "C" grade
4. Successful completion of the Master's Clinical Qualifying Examination
5. Successful second year portfolio review
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 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 – Specialization in Forensic Psychology

The Master of Arts in Counseling: Specialization in Forensic Psychology (MAC-F) prepares students to assess, treat and apply counseling psychology to forensic settings such as criminal and civil courts, law enforcement and corrections. Courses in the program focus on developing the knowledge and skills necessary to assist with the unique challenges facing individuals and their families involved in the forensic arena. 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 12 credits of specialized coursework in forensic evaluation, - treatment of forensic populations, aggression and social deviance, within the framework of the existing 64 credit MA Counseling 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: 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-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.
* MAC-472	Basic Skills for Psychotherapy	3 cr.
PCO-497	Research Methods	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	2 cr.
MACF-511	M.A. Practicum Seminar II	2 cr.
MACF-512	M.A. Practicum I	1 cr.
MACF-513	M.A. Practicum II	1 cr.
MACF-514	Practicum Seminar Continued	2 cr.
MAC-516	Individual Appraisal for Counselors in Practice	3 cr.
* PCO-520	Theories of Psychotherapy	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 = 66

* = Required before beginning counseling practicum

Curriculum Sequence

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 Credits = 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.
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Term Credits = 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 Credits = 11

YEAR TWO

Fall Term

PCO-337	Group Psychotherapy	3 cr.
MAC-516	Individual Appraisal for Counselors in Practice	3 cr.
MACF-510	M.A. Practicum Seminar I	2 cr.
MACF-512	M.A. Practicum I	1 cr.
MAC-679	Counseling Multicultural & Marginalized Populations	3 cr.

Term Credits = 12

Spring Term

PCO-497	Research Methods	3 cr.
MACF-507	Treatment in Forensic Populations	3 cr.
MACF-509	Trauma, Victimology, Theory, Practice & Skill Building	3 cr.
MACF-511	M.A. Practicum Seminar II	2 cr.
MACF-513	M.A. Practicum II	1 cr.

Term Credits = 12

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 Credits = 8

Total Credit Hours = 66

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.

Practicum

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

M.A. in Counseling – Specialization in Rehabilitation Counseling

The Master of Arts in Counseling: 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 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.

Licensure and Credentials

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 (CORE).

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 www.asppb.org. More information about the field of rehabilitation counseling can be found at www.arcaweb.org and www.crccertification.com.

Program Overview

- The Master's in Counseling: Rehabilitation Program consists of:
- A comprehensive theoretical curriculum (counseling and Adlerian foundations) and supervised field experiences of 64 credit hours;
- The clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings;
- A Community Service Practicum, a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.

Instructional Modality

This program is designed to be completed on a full-time basis. Students seeking a part-time schedule must consult with the program director. Courses required for this program are offered in a combination of weekday, evening, weekend, online, and blended options, giving students the flexibility to complete the program in a time-frame that may be realistic with other obligations they have.

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 “B” 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

Core Courses

* MACR-500	Foundations of Rehabilitation Counseling	3 cr.
MACR-502	Medical and Psychosocial Aspects of Disability	3 cr.
MACR-510	Professional Development Seminar	0 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* CMHC-531	Foundations of Clinical Mental Health	3 cr.
* COUN-532	Professional, Legal and Ethical Issues	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
* COUN-540	Group Counseling	3 cr.
COUN-618	Couples and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-630	Addictions Counseling	3 cr.
MACR-638	Advocacy, Community Outreach & Case Management in Rehabilitation Counseling	3 cr.
MACR-639	Individual Appraisal & Assessment Methods in RC	3 cr.
MACR-640	Vocational Rehabilitation & Job Placement	3 cr.

Field Training and Seminars

MACR-211	Community Service Seminar 1	1 cr.
MACR-212	Community Service Seminar II	1 cr.
MACR-213	Community Service Practicum I	1 cr.
MACR-214	Community Service Practicum II	1 cr.
MACR-656	MACR Practicum & Seminar	2 cr.
MACR-657	MACR Internship & Seminar I	2 cr.
MACR-658	MACR Internship & Seminar II	2 cr.

Total Credit Hours = 64

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

MACR-500	Foundations of Rehabilitation Counseling	3 cr.
MACR-510	Professional Development Seminar	0 cr.
COUN-533	Counseling Theories	3 cr.
COUN-534	Counseling Skills	3 cr.
COUN-622	Human Growth Development	3 cr.

Term Credits = 12

Spring Term

MACR-211	Community Service Seminar I	1 cr.
MACR-213	Community Service Practicum I	1 cr.
MACR-502	Medical and Psychological Aspects of Disability	3 cr.
COUN-532	Professional, Ethical and Legal Issues	3 cr.
COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
COUN-540	Group Counseling	3 cr.

Term Credits = 14

Summer Term

MACR-212	Community Service Seminar II	1 cr.
MACR-214	Community Service Practicum II	1 cr.
COUN-531	Foundations of Clinical Mental Health	3 cr.
COUN-536	Counseling Multicultural Communities	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

COUN-518	Adlerian Theory and Counseling	3 cr.
MACR-638	Advocacy, Community Outreach and Case Management in Rehabilitation Counseling	3 cr.
MACR-639	Individual Appraisal and Assessment Methods in Rehabilitation	3 cr.
MACR-656	MACR Practicum and Seminar	2 cr.

Term Credits = 11

Spring Term

COUN-618	Couples and Family Counseling	3 cr.
COUN-629	Career Development Theories and Intervention	3 cr.
MACR-640	Vocational Rehabilitation and Job Placement	3 cr.
MACR-657	MACR Internship and Seminar I	2 cr.

Term Credits = 11

Summer Term

COUN-625	Research and Program Development	3 cr.
COUN-630	Addictions Counseling	2 cr.
MACR-658	MACR Internship and Seminar II	0 cr.

Term Credits = 5

Total Credit Hours = 64

Graduation Requirements

1. Satisfactory completion of all required courses, and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of Internship.
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 B- or lower.
5. Submission of Graduation Application and full payment of all outstanding tuition and fees.

Professional Practice and Field Training

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.

Community Service Practicum (CSP)

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. First year full time students will typically 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. Part-time students may spend less hours per week at the site and may finish the CSP in a longer period of time.

Rehabilitation Counseling Practicum and Internship

Professional practice is a key element of the training of a student to become a professional counselor. During field training, students are provided with opportunities to apply counseling theories, develop counseling skills, and formulate treatment goals and strategies with actual clients under supervision both from the site and the School.

The MACR field training is composed of two phrases: a 100-hour minimum practicum and a 600-hour minimum internship. They typically both take place at the same site. The Adler Training Department will assist students with the application process during the academic year prior to the actual field placement. The School has a pool of approved training sites of various mental health settings and service themes.

The MACR practicum is a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship. The MACR Internship is a supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The Adler Training Department will assist students with the application process during the academic year prior to the actual field placement. The School has a pool of approved training sites of various mental health settings and service themes. Details for requirements and application process of the MACR Practicum and Internship can be found in the Adler School Practicum and Internship Training Manual. You may find and download a copy of this manual from the Adler Connect Portal at www.adler.edu, or from your academic advisor and/or program director.

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

The M.A. in Counseling: Specialization in Sport and Health Psychology (MASH) provides students with a foundation in theories and methods of counseling 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.

Licensure & Credentials

The Sport and Health Psychology program consists of specialized coursework integrated within the existing Master of Arts in Counseling degree program. The MASH 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 of Illinois board toward the fulfillment of state licensing requirements. It should be noted that not all states require the NCE for the counselor licensure. Students are strongly encouraged to check state exam requirements before taking the NCE.

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 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 (www.counseling.org) or Association of State and Provincial Psychology Boards at www.asppb.org.

Program Overview

The Masters in Counseling: Specialization in Sport & Health Psychology consists of:

- A comprehensive theoretical curriculum (counseling, Adlerian foundations, and sport psychology) and supervised field experiences of 70 credit hours;
- The clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings;
- A Community Service Practicum, a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change;
- A 400-hour sport & health psychology externship field training experience supervised by Adler Faculty who are CC-AASP.

Instructional Modality

This program is designed to be completed on a full-time basis. Students seeking a part-time schedule must consult with the program director. Courses required for this program are offered in a combination of weekday, evening, weekend, online, and blended options, giving students the flexibility to complete the program in a time-frame that may be realistic with other obligations they have.

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 “B” 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

Core Courses

* MASH-500	MASH Professional Development Seminar	0 cr.
COUN-518	Adlerian Theory & Counseling	3 cr.
* COUN-532	Professional, Legal and Ethical Issues	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behaviors	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
* MASH-539	Introduction to Sport & Health Psychology	3 cr.
* COUN-540	Group Counseling	3 cr.
MASH-541	Human Performance Enhancement Using Cognitive Behavioral Approaches in Sport and Health Psychology	3 cr.
MASH-542	Appraisal of Individual Differences in Sport & Health	3 cr.
COUN-618	Couples & Family Counseling	3 cr.
* COUN-622	Human Growth & Development	3 cr.
COUN-625	Research & Program Evaluation	3 cr.
COUN-629	Lifestyle & Career Development	3 cr.
COUN-630	Addictions Counseling	3 cr.
MASH-636	Biological Bases of Behavior in Sport and Health	3 cr.
MASH 643	Exercise Physiology	3 cr.
MASH 645	Critical Evaluation of Contemporary Issues in Sport and Health	3 cr.
MASH 646	Cognitive Affective Bases of Behavior in Sport and Health Psychology	3 cr.

Field Training and Seminars

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.
MASH-680	MASH Counseling Practicum & Seminar	2 cr.
MASH-682	MASH Counseling Internship & Seminar I	2 cr.
MASH-684	MASH Counseling Internship & Seminar II	2 cr.
MASH-681	Sport & Health Externship & Seminar I	1 cr.
MASH-683	Sport & Health Externship & Seminar II	1 cr.
MASH-685	Sport & Health Externship & Seminar III	1 cr.

Comprehensive Examination

MASH 995	MASH Comprehensive Examination	0 cr.
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Total Credit Hours = 66

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

MASH-500	MASH Professional Development Seminar	0 cr.
COUN-532	Professional, Legal and Ethical Issues	3 cr.
COUN-533	Counseling Theories	3 cr.
MASH-539	Introduction to Sport and Health Psychology	3 cr.
COUN-622	Human Growth Development	3 cr.

Term Credits = 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
COUN-534	Counseling Skills	3 cr.
COUN-536	Counseling Multicultural Communities	3 cr.
MASH-541	Human Performance Enhancement Using Cognitive Behavioral Approaches to 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.
COUN-535	Diagnosis of Maladaptive Behaviors	3 cr.
COUN-540	Group Counseling	3 cr.
MASH-643	Exercise Physiology	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

MASH-542	Appraisal of Individual Differences in Sport and Health	3 cr.
COUN-618	Couples and Family Counseling	3 cr.
COUN-630	Addiction Counseling	3 cr.
MASH-680	MASH Counseling Practicum and Seminar	2 cr.

MASH-681 Sport and Health Externship and Seminar 1 cr.

Term Credits = 12

Spring Term

COUN-625 Research and Program Evaluation 3 cr.

COUN-629 Career Development Theories and Intervention 3 cr.

MASH-645 Critical Evaluation of Contemporary Issues
in Sport and Health 3 cr.

MASH-682 MASH Counseling Internship and Seminar 2 cr.

MASH-683 Sport and Health Externship and Seminar II 1 cr.

Term Credits = 12

Summer Term

MASH-636 Biological Bases of Behavior in Sport and Health 3 cr.

MASH-646 Cognitive Affective Bases of Behavior in Sport and Health 3 cr.

MASH-648 MASH Counseling Internship and Seminar II 2 cr.

MASH-685 Sport and Health Externship and Seminar III 1 cr.

MASH-995 MASH Comprehensive Examination 0 cr.

Term Credits = 9

Total Credit Hours = 70

Graduation Requirements

1. Satisfactory completion of all required courses and seminars;
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of Internship;
3. Satisfactory completion of at least 200 hours of community service practicum;
4. Satisfactory completion of at least 400 hours of sport & health psychology externship;
5. Pass the Counseling Preparation Comprehensive Examination;
6. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of B- or lower;
7. Submission of Graduation Application and full payment of all outstanding tuition and Fees; and
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling- Sport & Health Psychology.

Professional Practice and Field Training

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.

The Adler Training Department will assist students with the clinical application process during the academic year prior to the actual field placement. The School has a pool of approved training sites of various mental health settings and service themes. Details for requirements and application process of the Practicum and Internship can be found in the Adler School Practicum and Internship Training Manual. You may find and download a copy of this manual from the Adler Connect Portal at www.adler.edu.

Community Service Practicum (CSP)

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. First year full time students will typically 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. Part-time students may spend less hours per week at the site and may finish the CSP in a longer period of time.

Counseling Practicum and Internship

Professional practice is a key element of the training of a student to become a professional in the field. During field training, students are provided with opportunities to apply theories, develop skills, and formulate goals and strategies with actual clients under supervision both from the site and the School.

MASH Counseling field training is composed of two phases which typically both take place at the same site. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase students are to complete a minimum 100 hours field work, consisting of 40 hours direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours field work, consisting of 240 direct client hours of various services, including but not limited to individual & group counseling, assessment, and in-take.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship; and internship as a supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The Adler Training Department will assist students with the application process during the academic year prior to the actual field placement. The School has a pool of approved training sites of various mental health settings and service themes. Details for requirements and application process of the MASH Counseling Practicum and Internship can be found in the MASH Counseling Practicum and Internship Training Manual. You may find and download a copy of this manual from the Adler Connect Portal at www.adler.edu, or from program faculty advisor and program director.

Sport and Health Externship

Students will complete an externship (minimum of 400 hours) in a setting that allows them to focus on sport and health psychology. The externship experience involves students providing sport and health related services under the supervision/mentorship of a sport psychology consultant (CC-AASP) who is certified by the Association of Applied Sport Psychology (AASP). An externship complements classroom education, provides students the opportunity to work with experienced sport and health professionals, and to acquire a professional identity.

Comprehensive Examination

It is one of the graduation requirements for all MASH students successfully complete the Comprehensive Examination. The Department of Counseling and Counselor Education at the Adler School of Professional Psychology utilizes the Counselor Preparation Comprehensive Examination (CPCE) issued by the Center for Credentialing and Education under the National Certified Counselor Board. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs.

The CPCE is usually administered once every semester. Students are eligible to take the exam after their successful completion of all the core courses.

Post Graduate Advanced Training in Applied Sport Psychology

This optional post graduate training is designed to provide Adler graduates 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.

Advanced training is available to graduates who have completed Adler School's M.A. in Counseling - Specialization in Sport and Health Psychology program in the last three years. The advanced training consists of an externship field placement supervised/mentored by an Adler faculty member who is certified by AASP (CC-AASP). Graduates enroll in one advanced training course; MASH-686: Advanced Sport Psychology Externship and Seminar (2 credits).

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.

* MAO-500	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.
* COUN-540	Group Counseling	3 cr.
COUN-518	Adlerian Therapy and Counseling	3 cr.
COUN-630	Substance Abuse Counseling	3 cr.
* COUN-534	Counseling Skills	3 cr.

COUN-625	Research and Program Development	3 cr.
* COUN-532	Professional, Legal and Ethical Issues	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
* COUN-533	Counseling Theories	3 cr.
COUN-629	Career Development Theories and Intervention	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.
* COUN-622	Human Growth and Development	3 cr.
* COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
COUN-618	Couples and Family Counseling	3 cr.
MAO-995	MAO Comprehensive Examination-CPCE	0 cr.

Total Credit Hours = 66

* = Required before beginning counseling practicum

Curriculum Sequence

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

YEAR ONE

Fall Term

MAO-500	Professional Development Seminar	0 cr.
COUN-533	Counseling Theories	3 cr.
MAO-571	Foundations in Counseling and Organizational Consulting	3 cr.

Term Credits = 6

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
COUN-534	Counseling Skills	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.
COUN-532	Professional, Legal and Ethical Issues	3 cr.

COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
		Term Credits = 8

YEAR TWO

Fall Term

COUN-518	Adlerian Therapy and Counseling	3 cr.
COUN-536	Counseling Multicultural Communities	3 cr.
MAO-580	Organizational Theory and Change Management	3 cr.
		Term Credits = 9

Spring Term

COUN-540	Group Counseling	3 cr.
MAO-584	Organizational Consultation and Group Development	3 cr.
COUN-630	Substance Abuse Counseling	3 cr.
		Term Credits = 9

Summer Term

MAO-575	Executive Coaching/ Consulting and Leadership Development	3 cr.
COUN-622	Human Growth and Development	3 cr.
		Term Credits = 6

YEAR THREE

Fall Term

MAO-585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
MAO-587	Organizational Psychology Practicum I: Counseling	2 cr.
COUN-618	Couples and Family Counseling	3 cr.
		Term Credits = 6

Spring Term

MAO-589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
MAO-590	Organizational Psychology Practicum II: Counseling	2 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Intervention	3 cr.
		Term Credits = 9

Summer Term

MAO-586	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
MAO-588	Organizational Psychology Practicum III: Business	1 cr.
COUN-625	Research and Program Development	3 cr.
MAO-995	MAO Comprehensive Examination-CPCE	0 cr.
		Term Credits = 5

Total Credit Hours = 66

Accelerated (2-Year) Sequence (Total Credits = 66)

YEAR ONE

Fall Term

MAO-500	Professional Development Seminar	0 cr.
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COUN-532	Professional, Legal and Ethical Issues	3 cr.
COUN-533	Counseling Theories	3 cr.
COUN-534	Counseling Skills	3 cr.
MAO-571	Foundations in Counseling and Organizational Consulting	3 cr.

Term Credits = 12

Spring Term

PCO-211	Community Service Seminar I	1 cr.
PCO-213	Community Service Practicum I	1 cr.
COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
COUN-536	Counseling Multicultural Communities	3 cr.
MAO-574	Principles of Industrial/ Organizational Psychology	3 cr.

Term Credits = 11

Summer Term

PCO-212	Community Service Seminar II	1 cr.
PCO-214	Community Service Practicum II	1 cr.
COUN-540	Group Counseling	3 cr.
MAO-580	Organizational Theory and Change Management	3 cr.
COUN-622	Human Growth and Development	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

COUN-518	Adlerian Psychology and Counseling	3 cr.
MAO-585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
MAO-587	Organizational Psychology Practicum I: Counseling	2 cr.
COUN-618	Couples and Family Counseling	3 cr.
COUN-630	Substance Abuse Counseling	3 cr.

Term Credits = 12

Spring Term

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.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Intervention	3 cr.

Term Credits = 12

Summer Term

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.
COUN-625	Research Methods and Program Evaluation	3 cr.
MAO-995	MAO Comprehensive Examination -CPCE	0 cr.

Term Credits = 8

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.

Professional Practice and Field Training

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.

Community Service Practicum (CSP)

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. First year full time students will typically 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. Part-time students may spend less hours per week at the site and may finish the CSP in a longer period of time.

Organizational Psychology Counseling Practicum

Professional practice is a key element of the training of a student to become a professional counselor. During field training, students are provided with opportunities to apply theory, develop counseling skills, and formulate treatment goals and strategies with actual clients under supervision both from the site and the School.

The Organizational Psychology Counseling Practicum consists of 700 field hours in a training site. The Adler Training Department will assist students with the application process during the academic year prior to the actual field placement.

Organizational Psychology Business Practicum

In addition to the above noted practicum requirements, all MAO students are required take an additional 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.

Counseling Comprehensive Examination

The MA Counseling and Organizational Psychology program uses the Counselor Preparation Comprehensive Examination (CPCE) as a comprehensive examination of students. It is developed and published by the Center for Credentialing and Education and is offered by the National Board of Certified Counselors. Students can take the comprehensive examination upon completion of all their core courses and consultation with their advisors.

M.A. in Couples and Family Therapy

The Master of Arts in Marriage and Family Counseling program (MAF) is designed to prepare highly-skilled therapists with specialized expertise in treating couples and families. Students are trained to perceive individuals, couples and families from a 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. The ability to work with families is particularly valuable for clinicians treating children and adolescents.

Graduates of the program have the core professional identity as a Couple/Marriage and Family Therapist (CMFT) qualified for membership in the American Association for Marriage and Family Therapy (AAMFT). MFT's are mental health professions who recognize that relationships and patterns of engaging influence individual and relational functioning therefore need to be part of the therapy process. Couple/Marriage and Family therapists work with individuals, couples, and families in a wide variety of clinical settings including community mental health centers, group and private practices, hospitals, schools, substance abuse treatment programs, correctional facilities and residential treatment programs.

The MAF curriculum and supervised training are intended to assist graduates in meeting the educational requirements for licensure as a Marriage and Family Therapist (LMFT). The program satisfies the current academic and pre-degree training requirements for Illinois. It is important for students be aware that LMFT requirements can vary significantly from state to state in their expectations of practicum hours and coursework. It is vital that each student identify the licensure requirements for the state(s) in which they intend to practice and seek guidance from their advisor to create an educational and training plan that will meet the criteria for that specific state(s).

The MAF department is dedicated to training quality couple/marriage and family therapists firmly grounded in systemic theories who are culturally competent and socially responsible. An experiential training model is used to:

- Achieve clinical excellence with individuals, couples and families
- Impact relational change
- Develop the self of the therapist
- Foster social justice
- Create cultural competence

Program-Specific Minimum Admission Requirements

In addition to admission requirements common to all of the Adler graduate clinical programs, the Couples 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-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 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-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
*MAF-650	Overview of Post-Modern Approaches to Couple 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	3 cr.
MAF-655	Couples Therapy: Theory and Techniques	3 cr.
*MAF-660	Issues of Culture and Diversity in Couple and Family Counseling	3 cr.
*MAF-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
MAF-663	Family Therapy: Theory and Techniques	3 cr.
MAF-664	Practicum in Couple and Family I	1 cr.
MAF-665	Practicum in Couple and Family II	1 cr.
MAF-667	M.A. Practicum Seminar in Couple and Family I	3 cr.
MAF-668	M.A. Practicum Seminar in Couple and Family II	3 cr.
MAF-669	M.A. Practicum Seminar in Couple and Family III	3 cr.
MAF-670	Family Therapy with Children and Adolescents	3 cr.
MAF-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours = 60

* = 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.
MAF-505	Professional Development: Issues and Ethics	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-337	Group Psychotherapy	3 cr.
MAF-654	Individual Life Span and the Family Life Cycle	3 cr.
MAF-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.

Term Credits = 11

Summer Term

PCO-212	Community Service Seminar II	1 cr.
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PCO-214	Community Service Practicum II	1 cr.
MAF-650	Overview of Post-Modern Approaches to Couple and Family Therapy	3 cr,
MAF-660	Issues of Culture and Diversity in Couple and Family Counseling	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

MAF-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
MAF-663	Family Therapy: Theory and Techniques	3 cr.
MAF-664	Practicum in Couple and Family I	1 cr.
MAF-667	M.A. Practicum Seminar In Couple and Family I	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for	3 cr.

Term Credits = 13

Spring Term

MAF-655	Couples Therapy; Theory and Techniques	3 cr.
MAF-665	Practicum in Couple and Family II	1 cr.
MAF-668	M.A. Practicum Seminar in Couple and Family II	3 cr.
MAF-670	Family Therapy with Children and Adolescents	3 cr.

Term Credits = 10

Summer Term

PCO-438	Introduction to Addictive Disorders	3 cr.
PCO-497	Research Methods	3 cr.
MAF-669	M.A. Practicum Seminar in Couple and Family III	3 cr,
MAF-995	Master's Clinical Qualifying Exam	0 cr.
PCO-610	Practicum Continuation	0 cr.

Term Credits = 9

Total Credit Hours = 60

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.

Program-Specific Practicum

Students in the Couples and Family 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 practicum site. A minimum of 700 total clock hours of practica is required, which should include at least 233 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 Chair of the Couples and Family Counseling Program work in collaboration with 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 practicum sites available from the Training Department.

M.A. in Criminology (Online)

The Master of Arts in Criminology (Online) degree program is specifically designed to train practitioners in criminological theory, systems organization, processes, and practices in order to prepare them to address current challenges facing the criminal justice system. The program design is accomplished through a blend of coursework that focuses on the intersection of criminology, psychology, and social justice. Our unique approach prepares students to examine the causes and consequences of criminal behavior, understand the complexities of modern day criminal justice systems and apply appropriate methods to develop strategies that address those challenges in meaningful and impactful ways.

The program also prepares students to develop cultural competence and apply it to understanding the larger social context of crime. This perspective will be a guiding factor in understanding, developing, and evaluating intervention, prevention, and response strategies that are practical, effective, socially responsible, and sustainable.

The contemporary criminal justice field faces many challenges coping with issues such as prison over-crowding due to “the war on drugs” and mandatory sentencing policies, global terrorism, gang violence, disproportionate impacts on under resourced communities, and rapid advances in science and technology. As a result, the employment scope for those trained in criminology is broader than ever before. Our goal is to inspire and train students to become agents for social change in a system that is in need of significant improvement. Career paths for individuals with an advanced degree in this field can include academia, corrections, law enforcement, investigations, policy, prevention, and programming. Employment settings may be as diverse as courts, corrections, law enforcement agencies, non-profit agencies, and government entities.

This 37-credit program is offered entirely online and can be completed in 18-24 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	Criminological Theory	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-506	Comparative Criminal Justice Systems	3 cr.
CRM-507	Public Policy Issues in Criminal Justice	3 cr.
CRM-508	Drugs in Society: Causes, Concepts and Control	3 cr.
CRM-510	Behavioral Psychology and Individual Diversity	3 cr.

CRM-511	Mental Health Issues in Criminal Justice	3 cr.
CRM-520	Criminal Justice: Processes and Institutions	3 cr.
CRM-522	Community Psychology in Criminal Justice	3 cr.
CRM-523	Emerging Issues in Crime and Justice	3 cr.

Total Credit Hours = 36

Curriculum Sequence

FALL START

Year 1 – Fall Term I

CRIM-500	Criminological Theory	3 cr.
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Year 1 – Fall Term II

CRIM-504	Juvenile Justice	3 cr.
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Year 1 – Spring Term I

CRIM-510	Behavioral Psychology and Individual Diversity	3 cr.
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Year 1 – Spring Term II

CRIM-508	Drugs in Society: Causes, Concepts and Control	3 cr.
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Year 1 – Summer Term I

CRIM-511	Mental Health Issues in Criminal Justice	3 cr.
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Year 1 – Summer Term II

CRIM-502	Race, Class, Gender and Justice	3 cr.
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Year 2 – Fall Term I

CRIM-507	Public Policy Issues in Criminal Justice	3 cr.
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Year 2 – Fall Term II

CRIM-503	Social Research Methods	3 cr.
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Year 2 – Spring Term I

CRIM-506	Comparative Criminal Justice Systems	3 cr.
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Year 2 – Spring Term II

CRIM-520	Criminal Justice: Processes and Institutions	3 cr.
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Year 2 – Summer Term I

CRIM-522	Community Psychology in Criminal Justice	3 cr.
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Year 2 – Summer Term II

CRIM-523	Emerging Issues in Crime and Justice	3 cr.
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Total Credit Hours = 36

SPRING START

Year 1 – Spring Term I

CRIM-510	Behavioral Psychology and Individual Diversity	3 cr.
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Year 1 – Spring Term II

CRIM-508	Drugs in Society: Causes, Concepts and Control	3 cr.
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Year 1 – Summer Term I

CRIM-511	Mental Health Issues in Criminal Justice	3 cr.
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Year 1 – Summer Term II

CRIM-502	Race, Class, Gender and Justice	3 cr.
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Year 1 – Fall Term I

CRIM-500	Criminological Theory	3 cr.
Year 1 – Fall Term II		
CRIM-503	Social Research Methods	3 cr.
Year 2 – Spring Term I		
CRIM-506	Comparative Criminal Justice Systems	3 cr.
Year 2 – Spring Term II		
CRIM-520	Criminal Justice: Processes and Institutions	3 cr.
Year 2 – Summer Term I		
CRIM-522	Community Psychology in Criminal Justice	3 cr.
Year 2 – Summer Term II		
CRIM-523	Emerging Issues in Crime and Justice	3 cr.
Year 2 – Fall Term I		
CRIM-507	Public Policy Issues in Criminal Justice	3 cr.
Year 2 – Fall Term II		
CRIM-504	Juvenile Justice	3 cr.

Total Credit Hours = 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 (MIO) 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 (MIO) 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 which is embedded throughout the program. This online program can be completed in 6 semesters based on 6-7 credit hours/ semester. It provides students with education and training in theory and practice. Students are required to conduct community engagement combined with field application and culminate in a capstone project. In this way, students have an opportunity to gain experience in applying social justice concepts in an organizational context.

Online Delivery

This 38-credit program is offered entirely online and can be completed in six semesters 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

- 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-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 Management	3 cr.
MIO-515	Capstone	1 cr.

MIO-516 Community Engagement Project

1 cr.

Total Credit Hours = 38

Note:

Students take two classes concurrently per semester (with the addition of occasional seminars or practicum);

Classes are typically 8 weeks long; while practical seminar courses are 15 week in duration;

Courses in the first semester semesters 1, 2, can be taken in any order except for the first semester which is fixed;

Students are expected to complete first year courses (semesters 1, 2, 3) before those in Year Two and beyond (semesters 4, 5, 6);

Courses in year two and beyond (semesters 4, 5, 6) can be taken in any order; except for the Community Engagement Project which has to be taken towards the end of the program

Curriculum Sequence

Fall Admissions

YEAR ONE

Fall Term (1)

MIO-501	Introduction to Industrial and Organizational Psychology (8 weeks)	3 cr.
MIO-502	Organizational Theory and Change (8 weeks)	3 cr.

Term Credits = 6

Spring Term (2)

MIO-505	Measurement of Individual Differences (8 weeks)	3 cr.
MIO-509	Group Collaboration Method (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-503	Research Methods and Design (8 weeks)	3 cr.
MIO-504	Organizational Development (8 weeks)	3 cr.

Term Credits = 6

Spring Term (5)

MIO-506	Problem Solving Techniques (8 weeks)	3 cr.
MIO-511	Training, Design, Delivery and Evaluation (8 weeks)	3 cr.
MIO-516	Community Engagement Project (15 weeks)	1 cr.

Term Credits = 7

Summer Term (6)

MIO-510	Leadership Development (8 weeks)	3 cr.
MIO-512	Talent Management (8 weeks)	3 cr.
MIO-515	Capstone (15 weeks)	1 cr.

Term Credits = 7

Total Credit Hours = 38

Spring Admissions

YEAR ONE

Spring Term (1)

MIO-501	Introduction to Industrial and Organizational Psychology (8 weeks)	3 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-505	Measurement of Individual Differences (8 weeks)	3 cr.
MIO-509	Group Collaboration Method (8 weeks)	3 cr.
		Term Credits = 6

YEAR TWO

Spring Term (4)

MIO-503	Research Methods and Design (8 weeks)	3 cr.
MIO-504	Organizational Development (8 weeks)	3 cr.
		Term Credits = 6

Summer Term (5)

MIO-506	Problem Solving Analysis Techniques (8 weeks)	3 cr.
MIO-511	Training, Design, Delivery and Evaluation (8 weeks)	3 cr.
MIO-516	Community Engagement Project and Seminar (15 weeks)	1 cr.
		Term Credits = 7

Fall Term (6)

MIO-510	Leadership Development (8 weeks)	3 cr.
MIO-512	Talent Management (8 weeks)	3 cr.
MIO-515	Capstone (15 weeks)	1 cr.
		Term Credits = 7

Total Credit Hours = 38

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.

M.A. in Psychology: Military Psychology Specialization (Online)

The Master of Arts Degree in Psychology: Military Psychology Specialization (MAMP) educates students in the discipline of military psychology to be socially responsible graduates who engage both the military and civilian community, and promote social justice nationally and globally. This discipline involves the systematic and scientific study of the selection, training, adaptation, and performance of soldiers. It focuses on how the military interacts with larger social, organizational, cultural, and technological systems. Military psychology by necessity is a heterogeneous field of inquiry. It must draw on all sub-disciplines of psychology to understand the variables that affect military performance. Military psychology includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology. Military psychology is united by a shared interest in advancing knowledge and application of psychological science toward a specific population and community engagement with social responsibility and a local, regional, and global presence.

Military psychology programming works to improve the lives of those who are serving, have served and their families. Other applications of military psychology impact social policy programs within the military that are designed to promote diversity and equal opportunity. This includes addressing issues such as integrating diverse ethnic, religious, racial and sexually oriented groups into the military and reducing sexual assault and discrimination. In today's world, the role of military psychology is being more pragmatic for consideration for national security, military defense, and global policy in order to ensure real-world solutions and measurable results.

Program Vision and Goals:

The MAMP degree program will afford students a deeper understanding of military culture from a biological, psychological, and sociological perspective. The program is also designed to provide active, reserve, and national guard military personnel an opportunity to develop a deeper understanding of human behavior, especially psychological reactions to distress particularly for those non-mental health practitioners (e.g., commissioned and non-commissioned personnel including nursing personnel, bachelor level behavioral healthcare specialists, and resilience trainers).

The goal of the program is to have an impact in a variety of ways by:

- Providing specialized training in military psychology for Medical Service Officers, Medics, Corpsmen (Active Duty, Reserves and National Guard), as well as Registered Nurses, and bachelor level Behavioral Healthcare Specialists in the Military.
- Enhancing the training and leadership outcomes of non-commissioned and commissioned officers, especially as it relates to personnel management and organizational behavior.
- Providing an immersion into military culture, systems, specialized education, and clinical treatment considerations for recent college graduates and LCPC, LCSW, LMFT, Certified Substance Abuse Counselors, or Licensed Psychologists who wish to serve military personnel, veterans, retirees, and their families.
- Assessing and improving the overall mental health of military personnel, veterans, and their families; including risk assessment tools for combat related stress.
- Exploring prevention and intervention approaches that address suicidal ideation and/or alcohol and drug abuse.
- Evaluating how the military interacts with larger social, organizational, cultural, and technological systems.
- Providing research and evaluation: for example, selecting recruits for the armed forces; determining suitability for service.
- Performing analysis on humanitarian and peacekeeping missions to determine procedures that can save military and civilian lives.

Minimum Admission Requirements

Applicants to the Military Psychology program are required to have:

- A baccalaureate degree 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 to participate in a personal interview as the final step in the application process.

Degree Requirements

Successful completion of the following courses is required for the M.A. in Psychology; Military Psychology Specialization degree:

MAMP-500	Survey of Military Psychology	3 cr.
MAMP-501	Operational Psychology for the Military	3 cr.
MAMP-502	Mental Health Law and the Uniform Code of Military Justice	3 cr.
MAMP-503	The Psychology of Conflict and Operations other than War	3 cr.
MAMP-504	Ethics, Morality and Social Justice in the Military	3 cr.
MAMP-505	War, Trauma, Grief, Death and Loss	3 cr.
MAMP-506	Psychology, Resilience and Positive Psychology	3 cr.
MAMP-507	Research Methods	3 cr.
MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-509	Department of Defense and the VA Health Care System	3 cr.
MAMP-510	Substance Abuse in the Military	3 cr.
MAMP-511	Social Services and Behavioral Healthcare to Veterans, Retirees, Military, and their Families	3 cr.
MAMP-512	Capstone Project	1 cr.

Total Credit Hours = 37

Curriculum Sequence

YEAR ONE

Fall Term

MAMP-500	Survey of Military Psychology	3 cr.
MAMP 501	Operational Psychology for the Military	3 cr.

Term Credits = 6

Spring Term

MAMP-502	Mental Health Law and the Uniform Code of Military Justice	3 cr.
MAM- 503	The Psychology of Conflict and Operations other than War	3 cr.

Term Credits = 6

Summer Term

MAMP-504	Ethics, Morality and Social Justice in the Military	3 cr.
MAMP-505	War, Trauma, Grief, Death and Loss	3 cr.

Term Credits = 6

YEAR TWO

Fall Term

MAMP-506	Psychological Resilience and Positive Psychology	3 cr.
MAMP-507	Research Methods	3 cr.
	Principles of Community Engagement	0 cr.

Term Credits = 6

Spring Term

MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-509	Department of Defense and VA Health Care Systems	3 cr.

Term Credits = 6

Summer Term

MAMP-510	Substance Use in Military	3 cr.
MAMP-511	Social Services and Behavioral Healthcare to Veterans, Retirees, Military, and their Families	3 cr.
MAMP-512	Capstone Project	1 cr.

Term Credits = 7

Total Credit Hours = 37

In the fall of the second year in the program, students will enroll in both *Principles of Community Engagement* and *MAMP 507 – Research Methods*, alongside one other program course. In the *Principles of Community Engagement* course spans the entire 15 weeks of the fall term and students will receive a foundation to begin their social justice work in community organizations (CEP). Student application, placement and in-processing at their placement site will occur during the *Principles of Community Engagement* course. During the *Principles of Community Engagement*, students will also be oriented to the learning goals for their upcoming community-based learning experiences. During the final 8 weeks of the fall term, students will take *MAMP 507 – Research Methods*. In *Research Methods*, students will determine a topic, or issue, to study related to the site(s) they are trying to be placed with for the CEP. In addition, students will begin preliminary research on the topic, or issue, in order to develop a basic literature review and propose a research methodology to potentially study the topic, or issue, during the *Research Methods* course.

The spring term of the 2nd year will commence with a 15 week *Community Engagement Project (CEP) – Service Learning and Seminar*, alongside two additional program courses. While enrolled in the *CEP* students will engage with a community partner to further learn about the topic, or issue, they began researching in *Research Methods*. Simultaneous with the service learning, students will complete a 5 module seminar on leadership skills and cultural competence in social justice education. At the culmination of the *CEP* students will assemble presentations that allow them to reflect upon both the service learning experience and the cultural competencies for social justice, explain the topic, or issue, they were working with, describe the methods used by the community organization to address the topic, or issue, identify the skills they have acquired and how the entire experience has influenced them as professionals.

Finally, during the summer term of the 2nd year, students will work enroll in *MAMP 512 – Capstone Project*, alongside two other program courses. In the *Capstone Project* students will expand upon their knowledge from program courses, *Research Methods*, and *CEP* to develop a comprehensive paper and presentation that begins by identifying the topic, or issue, they were working with and current approaches being used in the community to address it. Students will expand upon the literature review they started in *Research Methods* into a full critical literature review and then proceed to analyze and address the gaps in literature and approaches to addressing the topic, or issue, using a social justice lens. Finally, to wrap up the *Capstone Project*, students will propose a socially just solution to addressing the topic, or issue, they have been researching and engaging with.

Graduation Requirements

1. Satisfactory completion of the 37 credit hours of required coursework.
2. Satisfactory completion of the Community Engagement Project (CEP).
3. Successful completion of the 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+” or below.
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 Military Psychology.

M.A. in Emergency Management Leadership

While the profession of emergency management has been described and defined in different ways in many venues, the U.S. Department of Homeland Security, Federal Emergency Management Agency's Higher Education Project working group adopted perhaps the most concise and encompassing definition. The working group synthesized the global framework of the profession when it succinctly wrote, "Emergency management is the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters."

It is that "managerial function" and the need for a targeted higher education opportunity that served as the impetus for the development and implementation of the Adler School of Professional Psychology's M.A. in Emergency Management Leadership Program.

In times of disaster on any scale, communities seek support, direction and leadership. The field of emergency management is the core of coordination and support for prevention, preparedness, response, and recovery efforts from disaster in communities. This program prepares students in developing the knowledge and skills of practices in the field of emergency management, with unique focus on the human and social factors inherent in all disasters.

Students enrolled in the Master of Arts in Emergency Management Leadership Program will develop the ability to understand complex social, emotional, psychological, and political dynamics to effectively serve and lead support processes addressing an impacted community's needs. This program takes psychology out of the classroom and private practice, and into the community to provide direct, hands-on services to individuals and groups who need professionals with the expertise to provide immediate and long-term support.

Online/Blended Format

The 37-credit program can be completed in two years, when students take two classes per semester. The program will consist of online coursework along with three (3) Weekend Residency experiences. During the Weekend Residency experiences, students will convene in Chicago, Illinois and have an opportunity to participate in field exercises designed to develop their emergency management skills, applying textbook knowledge to simulated emergency situations and decision making exercises.

Minimum Admission Requirements

Applicants to the M.A. in Emergency Management Leadership Program should have:

- A baccalaureate degree 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 to participate in a personal interview as the final step in the application process.

Degree Requirements

Successful completion of the following courses is required for the M.A. in Emergency Management degree:

EML-500	Foundations of Emergency Management Systems	3 cr.
EML-501	Law and Politics of Emergency Management	3 cr.
EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-503	Disaster Response, Recovery and Continuity	3 cr.
EML-504	Psychology of Terrorism	3 cr.
EML-505	Leading In Times of Crisis	3 cr.

EML-506	Essentials of Effective Communication	3 cr.
EML-507	Research Methods For Leaders in Emergency Management	3 cr.
EML-508	Group, Organization and System Development	3 cr.
EML-509	Private Sector Emergency Management Strategies	3 cr.
EML-510	Disaster Mental and Behavioral Health Applications in Emergency Management	3 cr.
EML-511	Emerging Issues in Emergency Management and Homeland Security	3 cr.
EML-512	Capstone Project	1 cr.

Total Credit Hours = 37

Curriculum Sequence

YEAR ONE

Fall Term

EML-500	Foundations of Emergency Management Systems	3 cr.
EML-501	Law and Politics of Emergency Management	3 cr.

Term Credits = 6

Spring Term

EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-503	Disaster Response, Recovery and Continuity	3 cr.

Term Credits = 6

Summer Term

EML-504	Psychology of Terrorism	3 cr.
EML-505	Leading In Times of Crisis	3 cr.

Term Credits = 6

YEAR TWO

Fall Term

EML-506	Essentials of Effective Communication	3 cr.
EML-507	Research Methods For Leaders in Emergency Management	3 cr.
	Principles of Community Engagement	0 cr.

Term Credits = 6

Spring Term

EML-508	Group, Organization and System Development	3 cr.
EML-509	Private Sector Emergency Management Strategies	3 cr.
	Community Engagement Project – Service Learning and Seminar	0 cr.

Term Credits = 6

Summer Term

EML-510	Disaster Mental and Behavioral Health Applications in Emergency Management	3 cr.
EML-511	Emerging Issues in Emergency Management and Homeland Security	3 cr.
EML-512	Capstone Project	1 cr.

Term Credits = 7

Total Credit Hours = 37

Community Engagement Project/Capstone Project

In the fall of the second year in the program, students will enroll in both Principles of Community Engagement and EML 507 – Research Methods for Leaders in Emergency Management, alongside one other program course. The Principles of Community Engagement course spans the entire 15 weeks of the fall term and students will receive a foundation to begin their social justice work in community organizations. Student application, placement and in-processing at their placement site will occur during the Principles of Community Engagement course.

During the Principles of Community Engagement, students will also be oriented to the learning goals for their upcoming community-based learning experiences. During the final 8 weeks of the fall term, students will take EML 507 – Research Methods for Leaders In Emergency Management. In EML 507 – Research Methods for Emergency Management Leadership, students will determine a topic, or issue, to study related to the site(s) they are trying to be placed with for the CEP. In addition, students will begin preliminary research on the topic, or issue, in order to develop a basic literature review and propose a research methodology to potentially study the topic, or issue, during the EML 507 - Research Methods For Emergency Management Leaders course.

The spring term of the 2nd year will commence with a 15 week Community Engagement Project (CEP) – Service Learning and Seminar, alongside two additional program courses. While enrolled in the CEP students will engage with a community partner to further learn about the topic, or issue, they began researching in EML-507 Research Methods For Emergency Management Leaders. Simultaneous with the service learning, students will complete a 5-module seminar on leadership skills and cultural competence in social justice education. At the culmination of the CEP students will assemble a presentations that require them to reflect upon both the service learning experience and the cultural competencies for social justice, explain the topic, or issue, they were working with, describe the methods used by the community organization to address the topic, or issue, identify the skills they have acquired and how the entire experience has influenced them as a professionals.

Finally, during the summer term of the 2nd year, students will enroll in EML 512 – Capstone Project, alongside two other program courses. In the Capstone Project students will expand upon their knowledge from program courses, EML 507 – Research Methods for Emergency Management Leaders, and CEP to develop a comprehensive paper and presentation that begins by identifying the topic, or issue, they were working with and current approaches being used in the community to address it. Students will expand upon the literature review they started in EML 507 – Research Methods for Emergency Management Leadership into a full critical literature review and then proceed to analyze and address the gaps in literature and approaches to addressing the topic, or issue, using a social justice lens. Finally, to wrap up the Capstone Project, students will propose a socially just solution to addressing the topic, or issue, they have been researching and engaging with.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory participation in each of the three (3) Residency Weekends.
3. Satisfactory completion in the required Community Engagement Project.
4. Satisfactory completion of the required Capstone Project.
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+” or below.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

M.A. in Public Policy and Administration – Concentrations in Urban Mental Health and Human Rights

The Master of Arts in Public Policy and Administration (MAPPA) is a graduate professional degree that helps students prepare for careers in public policy, governance and service. With the global growth of urbanization over the past 200 years over 50 percent of the world’s population now live in urban areas. These migratory patterns, and other challenges facing urban life, span the spectrum of opportunities from prosperity, to concerns for sustainable lifestyles and social inclusion. Considering both the opportunities and problems urbanization generates the goal of the MPPA program is to provide students with a quality education that prepares graduates for leadership and advocacy roles in government and community services. The program combines rigorous academic instruction with civic engaged experiences that give students the opportunity for hands on experience under the supervision of faculty and professionals in the field. The program offers the best features of traditional graduate education and training in policy and administration coupled with Adler School’s emphasis on being a socially responsible practitioner.

The MPPA program provides students with core knowledge and skills in policy development and analysis, program evaluation, management, and politics necessary for work in the public arena including national, state, and local governments, policy research centers, consulting firms, community-action groups, and direct-service providers in the U.S. and around the world. The program requires 36 hours of course work with a minimum of 27 hours of Public Policy and Administration core course work and 9 hours of concentration course work in either Urban Mental Health or Human Rights. In order for students to become effective public policy professionals and administrators they need to advance their abilities in leadership and management, and become participants in and contributors to the process of creating public policy - including the analysis, synthesis, critical thinking and problem solving that encourages the growth of healthy communities. Learning to communicate and interact with diverse groups within a rapidly changing society is essential, as well as being able to articulate and apply new perspective in policy discussions. In helping students achieve these competencies, the MPPA program incorporates both practice and theory into the curriculum.

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 1 introductory course in micro-economics and 1 quantitative reasoning course which can be in mathematics, logic, or statistics with grades of “C” or better. Equivalent course work 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:

Core Curriculum:

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
PPA-502	Ethics in Public Service	3 cr.
PPA-503	Collaborative Policy Making and Civic Engagement	3 cr.
PPA-504	Public Finance	3 cr.

* PPA-505	Research Methods I: Quantitative Research Methods	3 cr.
* PPA-506	Research Methods II: Qualitative Research Methods & Community Consultation	3 cr.
PPA-507	Organization Theory in Public Administration	3 cr.
PPA-508	Capstone/Fieldwork Experience in Public Policy	3 cr.

* = Required before beginning counseling capstone/fieldwork

9 Hours Within 1 area of Concentration:

Urban Mental Health Concentration Curriculum

PPA-509	Urban Mental Health Part I: Ecology Matters	3 cr.
PPA-510	Urban Mental Health Part II: Diagnosis and Service	3 cr.
PPA-511	Topics in Urban Policy – Critical Urban Mental Health Issues	3 cr.

Human Rights Concentration Curriculum

PPA-512	Human Right to Health	3 cr.
PPA-513	International Law, UN Treaties and Systems or Service Delivery	3 cr.
PPA-514	Topics in Urban Policy – Contemporary Human Rights Issues	3 cr.

Total Credit Hours = 36

Curriculum Sequences

URBAN MENTAL HEALTH CONCENTRATION

YEAR ONE

Fall Term

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.

Term Credits = 6

Spring Term

PPA-502	Ethics in Public Service	3 cr.
PPA-503	Collaborative Policy Making and Civic Engagement	3 cr.

Term Credits = 6

Summer Term

PPA-504	Public Finance	3 cr.
PPA-509	Urban Mental Health Part I: Ecology Matters	3 cr.

Term Credits = 6

YEAR TWO

Fall Term

PPA-505	Research Methods I: Quantitative Research Methods	3 cr.
PPA-506	Research Methods II: Qualitative Research Methods & Community Consultation	3 cr.

Term Credits = 6

Spring Term

PPA-507	Organization Theory in Public Administration	3 cr.
PPA-510	Urban Mental Health Part II: Diagnosis and Service	3 cr.

PPA-508	Capstone/Fieldwork Experience in Public Policy (CEP)	1 cr.
		Term Credits = 7

Summer Term

PPA-511	Topics in Urban Policy – Critical Urban Mental Health Issues	3 cr.
PPA-508	Capstone/Fieldwork Experience in Public Policy (Project)	2 cr.
		Term Credits = 5

Total Credit Hours = 36

HUMAN RIGHTS CONCENTRATION

YEAR ONE

Fall Term

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
		Term Credits = 6

Spring Term

PPA-502	Ethics in Public Service	3 cr.
PPA-503	Collaborative Policy Making and Civic Engagement	3 cr.
		Term Credits = 6

Summer Term

PPA-504	Public Finance	3 cr.
PPA-512	Human Right to Health	3 cr.
		Term Credits = 6

YEAR TWO

Fall Term

PPA-505	Research Methods I: Quantitative Research Methods	3 cr.
PPA-506	Research Methods II: Qualitative Research Methods & Community Consultation	3 cr.
		Term Credits = 6

Spring Term

PPA-507	Organization Theory in Public Administration	3 cr.
PPA-513	International Law, UN Treaties and Systems or Service Delivery	3 cr.
PPA-508	Capstone/Fieldwork Experience in Public Policy (CEP)	1 cr.
		Term Credits = 7

Summer Term

PPA-514	Topics in Urban Policy – Contemporary Human Rights Issues	3 cr.
PPA-508	Capstone/Fieldwork Experience in Public Policy (Project)	2 cr.
		Term Credits = 5

Total Credit Hours = 36

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 100 minimum hours of fieldwork.

3. Successful completion a 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+” or below.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

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.
MAC/MAT505	Professional Development, Issues & Ethics	3 cr.
PSY 305		

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 Community Engagement 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 practitioner-scholar 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.

These nine core competency areas are reflected in the Psy.D program's five overarching goals:

1. To develop graduates who ethically assess, evaluate, and intervene with diverse populations, using multiple methods across many settings, and in changing and evolving contexts.
2. To develop graduates who have mastered the scientific foundations of clinical psychology and who apply this knowledge to their work, and who use research methods to understand human problems.
3. To train graduates to understand clinical phenomena within social and cultural context with the attitudes, knowledge, and skills needed to work professionally in a multicultural society.
4. To prepare graduates who are knowledgeable in the application of supervision, management, and consultation methods.
5. To develop graduates with the essential attitudes, knowledge, and skills to effectively engage in socially responsible practice and who can apply Adlerian theory and values in their work.

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 is required for all applicants; however, the program does not use cut-off scores in its admission decisions. 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.

Applicants who have a record of commitment to and experiences in community service nationally and/or abroad are encouraged 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 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 and Department Chair. 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 Department Chair. 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 and Department Chair. 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

For students matriculating before Fall 2013, please refer to the catalog of the year entered to the Psy.D Program.

In addition to satisfying course work, practica, and other program requirements, students must also pass four qualifying examinations (two knowledge-based and two clinical-based examinations). Qualifying examinations are important 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.

The knowledge-based qualifying exams are integrated throughout the curriculum to assess the student's knowledge of the foundations of clinical psychology. They are based on the core courses required in the program. Before the beginning of the second year, students sit for the first qualifying exam that covers first year courses including Diversity of Individual Differences, Clinical Interviewing, Psychopathology I & II, Cognitive, Personality, and Integrative assessment courses, Ethics, and Life Span. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses. The second knowledge-based qualifying exam is administered at the end of the third year and includes: Statistics, Research Methods, Biological Bases of Behavior, History & Systems, Social Psychology, and Cognitive and Affective Bases of Behavior. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses.

The next two qualifying examinations are clinical-competency based and are designed to model the style 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. 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 successfully completion of the assessment practicum and Doctoral Clinical Qualifying Examination-Assessment Competency. Students must register for and complete the Doctoral Clinical Qualifying Examination-Intervention Competency during the Spring semester of

their therapy practicum year. Students must successfully pass this examination in order to receive approval to submit application materials to internship sites from the Director of Training and Community Service.

The Doctoral Qualifying Exams are capstone experiences 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. Students conclude their practicum training by taking an advanced practicum in their fourth year, which provides them with deeper level of training within their areas of interest. 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), Ethics and Professional Issues in Psychology (305), and/or Diversity and Individual Differences (). The Department of Community Engagement works in collaboration with community partner to identify and place students in projects which meet the standards and requirements of the Community Service Practicum.

Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,500 clock hours of clinical practica is required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship. Fourth year students complete an advanced practicum to obtain in-depth training in their areas of interest 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 Training Department works in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on 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.

Clinical Doctoral Dissertation

The clinical 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 and follow the Local Clinical Scientist model. 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 first Comprehensive Examination, 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 I), course 637 (Statistics), and course (Research Methods in Clinical Psychology II), 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, XXX, 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.

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-623	Life Span Development	3 cr.
PSY-642	Diversity and Individual Difference	3 cr.
PSY-645	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-649	Psychopathology II	3 cr.
PSY-654	Diversity and Professional Development Seminar	0 cr.
PSY-655	Diversity and Professional development Seminar I	1 cr.
PSY-656	Diversity and Professional Development Seminar II	1 cr.
PSY-657	Community Service Practicum I	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-659	Community Psychology	3 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.
PSY-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Intro in Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive-Behavioral Approaches to Intervention	3 cr.
PSY-724	Biological Basis of Behavior	3 cr.
PSY-737	Statistics	3 cr.
PSY-738	Research Methods for Clinical Psychology	3 cr.
PSY-739	Research Methods	2 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-760	Doctoral Practicum I	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
PSY-790	Doctoral Clinical Qualifying Exam – Assessment	0 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-833	Social Psychology	3 cr.

PSY-834	History and Systems	3 cr.
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-862	Doctoral Practicum IV	1 cr.
PSY-890	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSY-896	Doctoral Dissertation Perpetration Seminar	0 cr.
PSY-897	Doctoral Dissertation Proposal	2 cr.
PSY-901	Doctoral Dissertation I	0 cr.
PSY-902	Doctoral Dissertation II	0 cr.
PSY-903	Doctoral Dissertation III	0 cr.
PSY-910	Supervision and Management	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-920	Doctoral Internship	0 cr.
PSY-921	Doctoral Internship	0 cr.
PSY-922	Doctoral Internship	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	0 cr.
PSY-961	Advanced Practicum II	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.
PSY-XXX	Basic Intervention Electives (2)	6 cr.
PSY-XXX	Advanced Intervention Elective	3 cr.
PSY-XXX	General Electives (5)	15 cr.

Total Credit Hours = 114

Elective Menu for the Psy.D. Program:

Required Intervention Electives:

Choose two of the following basic intervention courses:

PSY-721	Psychoanalytic Approaches I
PSY-722	Humanistic/Existential Therapy Approaches I
PSY-723	Couples and Family Therapy Approaches I

Choose one on the following advanced intervention courses:

PSY-801	Psychoanalytic Approaches I
PSY-802	Cognitive-Behavioral Therapy Approaches II
PSY-803	Humanistic/Existential Therapy Approaches II
PSY-804	Couples and Family Therapy Approaches II

General Electives*:

PSY-706	Trauma-Focused Approaches to Intervention
PSY-756	Group Psychotherapy
PSY-757	Child & Adolescent Psychotherapy

PSY-758	Biofeedback
PSY-763	GLBT Issues across the Lifespan
PSY-764	Neuropsychological Assessment I
PSY-783	Advanced Child & Adolescent Assessment
PSY-805	Advanced Child & Adolescent Psychotherapy
PSY-806	Advanced Trauma-Focused Approaches to Intervention
PSY-811	Advanced Issues in Co-occurring Disorders
PSY-817	Advanced Lifestyle Assessment
PSY-822	Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention
PSY-824	Advanced Adlerian Interventions and Theory
PSY-856	Advanced Group Psychotherapy
PSY-874	Race, Ethnicity & Social Class
PSY-877	Advanced Issues in Religion & Spirituality-Theory & Therapy
PSY-878	Clinical Issues and Interventions with Sexual Orientation and Gender Identity Minorities

*In addition, any Intervention and/or Assessment course from the concentrations pending concentration coordinator's approval.

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 Sequence

YEAR ONE

Please refer to your advising sheet for Year One course sequence

Please note: Foundation courses, such as 645 and 623 are typically offered every semester.

Fall Term

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-642	Diversity and Individual Differences	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-654	Diversity and Professional Development Seminar	0 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.

Term Credits = 12

Spring Term

PSY-649	Psychopathology II	3 cr.
PSY-655	Diversity and Community Service Seminar I	1 cr.
PSY-657	Community Service Practicum	1 cr.
PSY-659	Community Psychology	3 cr.
PCO-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.

Term Credits = 11

Summer Term

PSY-623	Life Span Development	3 cr.
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PSY-645	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-656	Diversity and Community Service Seminar II	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.
		Term Credits = 11

YEAR TWO

Please note: Foundation courses, such as 737 and 739 are typically offered every semester.

Fall Term

PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Intro to Assessment and Case Conceptualization	3 cr.
PSY-720	Cognitive-Behavioral Approaches to Intervention	3 cr.
PSY-737	Statistics	3 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-760	Doctoral Practicum I	1 cr.
		Term Credits = 14

Spring Term

PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-738	Research Methods for Clinical Psychology	3 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-790	Doctoral Clinical Qualifying Examination-Assessment <i>Add one (1) Required Basic Intervention Elective Choice</i>	0 cr. 3 cr.
		Term Credits = 11

Summer Term

PSY-724	Biological Bases of Behavior	3 cr.
PSY-739	Research Methods	2 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-762	Doctoral Practicum III <i>Add one (1) Required Basic Intervention Elective Choice</i>	1 cr. 3 cr.
		Term Credits = 10

YEAR THREE

Fall Term

PSY-860	Doctoral Practicum IV	1 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-896	Doctoral Dissertation Preparation Seminar <i>Add one (1) Required Advanced Intervention Elective Choice</i>	0 cr. 3 cr.
		Term Credits = 11

Spring Term

PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.

PSY-861	Doctoral Practicum V	1 cr.
PSY-890	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
	<i>Add one (1) General Elective Choice</i>	3 cr.

Term Credits = 8

Summer Term

PSY-835	Social Determinants of Mental Health	3 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-862	Doctoral Practicum VI	1 cr.
PSY-897	Doctoral Dissertation Proposal	0 cr.
	<i>Add one (1) General Elective Choice</i>	3 cr.

Term Credits = 8

YEAR FOUR

Fall Term

PSY-901	Doctoral Dissertation I	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-960	Advanced Practicum I	1 cr.
	<i>Add two (2) General Elective Choices</i>	6 cr.

Term Credits = 8

Spring Term

PSY-902	Doctoral Dissertation II	0 cr.
PSY-910	Supervision and Management	3 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-961	Advanced Practicum II	1 cr.

Term Credits = 5

Summer Term

PSY-903	Doctoral Dissertation III	0 cr.
PSY-912	Psychopharmacology	2 cr.
	<i>Add one (1) General Elective Choice</i>	3 cr.

Term Credits = 5

YEAR FIVE

Fall Term

PSY-920	Doctoral Internship	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.

Term Credits = 0

Spring Term

PSY-921	Doctoral Internship	0 cr.
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Term Credits = 0

Summer Term

PSY-922	Doctoral Internship	0 cr.
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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 and comprehensive 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.

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.

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-623	Life Span Development	3 cr.
PSY-642	Diversity and Individual Difference	3 cr.
PSY-645	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-649	Psychopathology II	3 cr.
PSY-654	Diversity and Professional Development Seminar	0 cr.
PSY-655	Diversity and Professional development Seminar I	1 cr.
PSY-656	Diversity and Professional Development Seminar II	1 cr.
PSY-657	Community Service Practicum I	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-659	Community Psychology	3 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.
PSY-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Intro in Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive-Behavioral Approaches to Intervention	3 cr.
PSY-724	Biological Basis of Behavior	3 cr.
PSY-737	Statistics	3 cr.
PSY-738	Research Methods for Clinical Psychology	3 cr.
PSY-739	Research Methods	2 cr.
PSY-740	Doctoral Internship I	0 cr.
PSY-741	Doctoral Internship II	0 cr.
PSY-742	Doctoral Internship III	0 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-760	Doctoral Practicum I	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-762	Doctoral Practicum III	1 cr.

PSY-771	Introduction to Military Psychology	3 cr.
PSY-772	Psychology of Combat and Conflict	3 cr.
PSY-773	Psychology of Terrorism	3 cr.
PSY-790	Doctoral Clinical Qualifying Exam – Assessment	0 cr.
PSY-802	Advanced Cognitive Behavioral Approaches to Intervention	3 cr.
PSY-807	Mental Health Law and the Uniform Code of Military Justice	3 cr.
PSY-808	Department of Defense and Veteran's Healthcare System	3 cr.
PSY-809	Special Topics in Military Psychology	3 cr.
PSY-815	Mental Health Disaster Response	3 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-862	Doctoral Practicum VI	1 cr.
PSY-896	Doctoral Dissertation Perpetration Seminar	0 cr.
PSY-897	Doctoral Dissertation Proposal	2 cr.
PSY-901	Doctoral Dissertation I	0 cr.
PSY-902	Doctoral Dissertation II	0 cr.
PSY-903	Doctoral Dissertation III	0 cr.
PSY-910	Supervision and Management	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	0 cr.
PSY-961	Advanced Practicum II	0 cr.
PSY-991	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.
PSY-XXX	Basic Intervention Elective (2)	6 cr.
PSY-XXX	General Elective	3 cr.

Total Credit Hours = 123

Suggested Course Sequence

YEAR ONE

Fall Term

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-642	Diversity and Individual Differences	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-654	Diversity and Professional Development Seminar	0 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.

Term Credits = 12

Spring Term

PSY-649	Psychopathology II	3 cr.
PSY-655	Diversity and Community Service Seminar I	1 cr.
PSY-657	Community Service Practicum	1 cr.
PSY-659	Community Psychology	3 cr.
PCO-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.

Term Credits = 11

Summer Term

PSY-623	Life Span Development	3 cr.
PSY-645	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-656	Diversity and Community Service Seminar II	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Intro to Assessment and Case Conceptualization	3 cr.
PSY-720	Cognitive-Behavioral Approaches to Intervention	3 cr.
PSY-737	Statistics	3 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-760	Doctoral Practicum I	1 cr.
PSY-771	Introduction to Military Psychology	3 cr.

Term Credits = 17

Spring Term

PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-738	Research Methods for Clinical Psychology	3 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-772	Psychology of Combat and Conflict	3 cr.
PSY-790	Doctoral Clinical Qualifying Examination-Assessment	0 cr.
PSY-802	Advanced Cognitive Behavioral Approaches to Intervention	3 cr.

Term Credits = 15

Summer Term

PSY-724	Biological Bases of Behavior	3 cr.
PSY-739	Research Methods	2 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
PSY-815	Mental Health Disaster Response	3 cr.
	<i>Add one (1) Required Basic Intervention Elective Choice</i>	3 cr.

Term Credits = 12

YEAR THREE

Fall Term

PSY-807	Mental Health Law and the Uniform Code of Military Justice	3 cr.
PSY-830	Doctoral Practicum IV	1 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-896	Doctoral Dissertation Preparation Seminar	0 cr.

Term Credits = 11**Spring Term**

PSY-808	Department of Defense and the Veteran's Healthcare System	3 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-890	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
	<i>Add one (1) Basic Intervention Elective Choice</i>	3 cr.

Term Credits = 11**Summer Term**

PSY-773	Psychology of Terrorism	3 cr.
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-853	Doctoral Practicum VI	1 cr.
PSY-897	Doctoral Dissertation Proposal	0 cr.

Term Credits = 8**YEAR FOUR****Fall Term**

PSY-809	Special Topics in Military Psychology	3 cr.
PSY-901	Doctoral Dissertation I	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-960	Advanced Practicum I	1 cr.

Term Credits = 5**Spring Term**

PSY-902	Doctoral Dissertation II	0 cr.
PSY-910	Supervision and Management	3 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-961	Advanced Practicum II	1 cr.

Term Credits = 5**Summer Term**

PSY-903	Doctoral Dissertation III	0 cr.
PSY-912	Psychopharmacology	2 cr.
	<i>Add one (1) General Elective Choice</i>	3 cr.

Term Credits = 5**YEAR FIVE****Fall Term**

PSY-920	Doctoral Internship	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.

Term Credits = 0

Spring Term

PSY-921	Doctoral Internship	0 cr.
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Term Credits = 0**Summer Term**

PSY-922	Doctoral Internship	0 cr.
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Term Credits = 0**Total Credit Hours: 123****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.

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-623	Life Span Development	3 cr.
PSY-642	Diversity and Individual Difference	3 cr.
PSY-644	Child and Adolescent Psychopathology	3 cr.
PSY-645	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-649	Psychopathology II	3 cr.
PSY-654	Diversity and Professional Development Seminar	0 cr.
PSY-655	Diversity and Professional development Seminar I	1 cr.
PSY-656	Diversity and Professional Development Seminar II	1 cr.
PSY-657	Community Service Practicum I	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-659	Community Psychology	3 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.
PSY-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Intro in Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive-Behavioral Approaches to Intervention	3 cr.
PSY-723	Couples and Family Therapy Approaches I	3 cr.
PSY-724	Biological Basis of Behavior	3 cr.
PSY-737	Statistics	3 cr.
PSY-738	Research Methods for Clinical Psychology	3 cr.
PSY-739	Research Methods	2 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-757	Cognitive Behavioral Approaches to Intervention	3 cr.

PSY-760	Doctoral Practicum I	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
PSY-783	Advanced Child and Adolescent Assessment	3 cr.
PSY-790	Doctoral Clinical Qualifying Exam – Assessment	0 cr.
PSY-805	Advanced Child and Adolescent Psychotherapy	3 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-862	Doctoral Practicum IV	1 cr.
PSY-890	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSY-896	Doctoral Dissertation Perpetration Seminar	0 cr.
PSY-897	Doctoral Dissertation Proposal	2 cr.
PSY-901	Doctoral Dissertation I	0 cr.
PSY-902	Doctoral Dissertation II	0 cr.
PSY-903	Doctoral Dissertation III	0 cr.
PSY-910	Supervision and Management	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-920	Doctoral Internship	0 cr.
PSY-921	Doctoral Internship	0 cr.
PSY-922	Doctoral Internship	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	0 cr.
PSY-961	Advanced Practicum II	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.
PSY-XXX	Basic Intervention Elective	3 cr.
PSY-XXX	Advanced Intervention Elective	3 cr.
PSY-XXX	Child and Adolescent Electives (2)	2 cr.

Total Credit Hours = 113

Suggested Course Sequence

YEAR ONE

Fall Term

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-654	Diversity and Professional Development Seminar	0 cr.
PSY-659	Community Psychology	3 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.

Term Credits = 12

Spring Term

PSY-645	Professional Development in Psychology: Issues and Ethics	3 cr.
PSY-649	Psychopathology II	3 cr.
PSY-655	Diversity and Community Service Seminar I	1 cr.
PSY-657	Community Service Practicum	1 cr.
PCO-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.

Term Credits = 11**Summer Term**

PSY-623	Life Span Development	3 cr.
PSY-642	Diversity and Individual Differences	3 cr.
PSY-656	Diversity and Community Service Seminar II	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.

Term Credits = 11**YEAR TWO****Fall Term**

PSY-644	Child and Adolescent Psychopathology	3 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Intro to Assessment and Case Conceptualization	3 cr.
PSY-737	Statistics	3 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-760	Doctoral Practicum I	1 cr.

Term Credits = 15**Spring Term**

PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive-Behavior Approaches to Intervention	3 cr.
PSY-738	Research Methods for Clinical Psychology	3 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-783	Advanced Child and Adolescent Assessment	3 cr.
PSY-790	Doctoral Clinical Qualifying Examination-Assessment	0 cr.

Term Credits = 15**Summer Term**

PSY-723	Couples and Family Therapy Approaches	3 cr.
PSY-724	Biological Bases of Behavior	3 cr.
PSY-739	Research Methods	2 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-762	Doctoral Practicum III	1 cr.

Term Credits = 10**YEAR THREE****Fall Term**

PSY-757	Advanced Child and Adolescent Psychotherapy	3 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-896	Doctoral Dissertation Preparation Seminar	0 cr.
		Term Credits = 11
Spring Term		
PSY-805	Advanced Child and Adolescent Psychotherapy	3 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-890	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
		Term Credits = 8
Summer Term		
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-862	Doctoral Practicum VI	1 cr.
PSY-897	Doctoral Dissertation Proposal	0 cr.
	<i>Add one (1) Basic Intervention Elective Choice</i>	3 cr.
		Term Credits = 8
YEAR FOUR		
Fall Term		
PSY-901	Doctoral Dissertation I	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-960	Advanced Practicum I	1 cr.
	<i>Add one (1) Advanced Intervention Elective Choice</i>	3 cr.
	<i>Add one (1) General Elective Choice</i>	3 cr.
		Term Credits = 8
Spring Term		
PSY-902	Doctoral Dissertation II	0 cr.
PSY-910	Supervision and Management	3 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-961	Advanced Practicum II	1 cr.
	<i>Add one (1) General Elective Choice</i>	3 cr.
		Term Credits = 8
Summer Term		
PSY-903	Doctoral Dissertation III	0 cr.
PSY-912	Psychopharmacology	2 cr.
		Term Credits = 2
YEAR FIVE		
Fall Term		
PSY-920	Doctoral Internship	0 cr.
PSY-998	Doctoral Oral Defense	0 cr.
		Term Credits = 0
Spring Term		

PSY-921 Doctoral Internship 0 cr.
Term Credits = 0

Summer Term

PSY-922 Doctoral Internship 0 cr.
Term Credits = 0

Total Credit Hours = 113

Concentration Areas

Students interested in pursuing a focused area of study can choose one of the concentration offerings and are advised to consult with the specific Concentration Coordinator and faculty advisor to plan for this action. Many graduates report that pursuing a concentration enhanced their value to potential internship directors and employers. Course and practicum requirements for successfully completing concentration areas vary, depending on the extent and nature of training necessary.

The concentration areas available to doctoral students include the following:

- Advanced Adlerian Psychotherapy
- Clinical Neuropsychology
- Behavioral Medicine and Primary Care Psychology
- Substance Abuse Treatment
- Traumatic Stress Psychology

The degree requirements for these concentrations are given in subsequent sections of the catalog.

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 6 standard Adlerian credits required for the doctorate degree, the concentration's advanced courses will enhance the student/clinician's skills in assessment and interventions as well as training in Adlerian play, group, and couples therapy.

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:

Adlerian Parent Consultation and Family Therapy	3 cr.
Advanced Adlerian Interventions and Assessment	3 cr.
Advanced Lifestyle Assessment	3 cr.

Adlerian practice historically in Chicago is similar to Cognitive Behavioral Therapy; Albert Ellis and Aaron Beck credited Adler's ideas as foundational in their theories. Also required:

PSY-335 Introduction to Cognitive Behavioral Therapy	3 cr.
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Advisement/training requirements:

Registration in at least two Practicum Seminars (601-609) 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.

Total credit hours = 14

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 a dissertation.

For further information contact Leigh Johnson-Migalski, Psy.D., Advanced Adlerian Psychotherapy Concentration Coordinator.

Doctoral Concentration 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, the number of high quality peer-reviewed professional journals such as *Neuropsychology* and the *Archives of Clinical Neuropsychology*, the growth of professional organizations such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN) and Division 40 of the American Psychological Association, recognition by the National Register of Health Care Providers, and establishment of a credentialing board, the American Board of Clinical 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 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 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 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.

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 and 721, (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 apply to enter the Concentration. After acceptance into the Concentration, students will complete the remaining course requirements (725 and 728 with a grade of B+ or better). Additionally, following completion of 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.

Students who have an interest in the Concentration should speak with the Concentration Coordinator as early as possible to express their interest and discuss programmatic changes.

For admission to the Neuropsychology Concentration, the following are required:

- Copies of undergraduate and graduate transcripts;
- Completion of PSY-720 and PSY-721 with a grade no lower than B+;
- Completion of all first year Assessment sequence courses (PSY-661, PSY-662, PSY-663) with a grade no lower than B+;
- Overall Adler GPA of at least 3.4, with no grades in any class lower than a B;
- One letter of recommendation from faculty. This may be in the form of a brief email or a conversation with the Coordinator.;
- No referrals to SCEC for compartment issues;
- Passing all milestones up to the point of Concentration admission;
- No more than 1 SCEC referral for any reason. (Note: having only 1 SCEC referral does not guarantee admission, this will be weighed in conjunction with the other data supplied by the student);
- A cover letter describing the student's professional goals and interests and how the Concentration will help them to achieve these goals;
- No more than one referral to the training committee for any reason.

Additionally, once a student is admitted into the Concentration, students must maintain the following standards or they will be withdrawn from the Concentration.

To maintain good standing, all Concentration students must:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B+ in all required.
3. Obtain at least a grade of B+ in all statistics and research design courses.
4. Pass all milestones in the Psy.D program (CQE, dissertation, etc.).
5. Have no SCEC referrals for disposition issues.
6. No more than 1 SCEC referral for any other reason.
7. Maintain a collaborative, team focused attitude with no compartment issues that warrant a referral to SCEC while engaged in any ANST or Concentration activities, practica, or classes.
8. No more than one referral to the training committee for any reason.

Concentration Requirements

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

700	Doctoral Internship* (2,000 clock hours)	0 cr.
PSY-720	Neuropsychological Assessment I (Prerequisite: CEN-720)	3 cr.
PSY-721	Neuropsychological Assessment II	3 cr.
PSY-722	Practicum Seminar in Neuropsychology I (Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, CEN-723)	1 cr.
PSY-723	Neuropsychological Assessment III (Prerequisite: CEN-721)	3 cr.
PSY-724	Practicum Seminar in Neuropsychology II (Prerequisite: CEN-722)	1 cr.
PSY-725	Neuropsychological Intervention Techniques (Prerequisite: CEN-723)	3 cr.
PSY-726	Neuropsychology Practicum I: Assessment (400 clock hour minimum) (Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, CEN-723)	1 cr.
PSY-727	Neuropsychology Practicum II: Assessment (400 clock hour minimum)	1 cr.

	(Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, CEN-723)	
PSY-728	Pediatric Neuropsychological Assessment (Prerequisite: CEN-723)	3 cr.
PSY-729	Neuropsychology Practicum III: Assessment (Prerequisites: PSY-723, PSY-727)	1 cr.
PSY-730	Practicum Seminar in Neuropsychology III (Prerequisites: PSY-724)	1 cr.

Total Credit Hours = 21

In addition to the courses listed here, all students interested in the Concentration should take PPSY-623 (Lifespan Development) during the summer of year 2 instead of year 1. Instead, Concentration students should take PSY-724 (Biological Bases of Behavior) during the summer of year 1 since PSY-724 is a prerequisite for CEN-720. Students are also strongly encouraged to take PSY-659 (Cognitive-Behavioral Approaches to Intervention) during the Spring semester of year 2.

Doctoral Internship with a focus of at least 50% on neuropsychology. Students who are completing this Concentration are required 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.

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 a minimum of 800 clock hours of clinical neuropsychological assessment practicum with ancillary seminars.
3. A cumulative grade point average of 3.25 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 in Clinical Neuropsychology.

For further information contact Douglas Whiteside, Ph.D., ABPP Clinical Neuropsychology Concentration Coordinator at dwhiteside@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-645	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

For further information contact Joseph E. Troiani, Ph.D., CADC, Core Faculty, Coordinator, Substance Abuse Concentration at troia@adler.edu.

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, two electives must be chosen from the following menus:

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

PSY-707	Advanced Issues in Co-Occurring Disorders.	3 cr.
PSY-822	Death, Dying, Bereavement, & Loss-Focused Interventions	3 cr.
PSY-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 of the following):

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

**NOTE: If a student has taken a 3-day formal training in CBT at The Beck Institute, he or she may waive the requirement for a Research-Supported Intervention, above, and take two courses from the Special Populations menu instead. Proof of attendance must be submitted to the Traumatic Stress Psychology Concentration Coordinator and the Registrar.*

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.

**Discuss with the Traumatic Stress Psychology Concentration Coordinator to verify that these requirements are being met.*

For further information contact Janna A. Henning, J.D., Psy.D., F.T., B.C.E.T.S., Associate Professor, 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 Organizational Psychology
Master of Arts (M.A.) in Community Psychology
Doctorate of Psychology in Clinical Psychology

M.A. 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.
* 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.

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.
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	Community Service Practicum I	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.
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 58 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.

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.

COMMUNITY SERVICE 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.

CLINICAL PRACTICUM

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

Term Credits = 11

Summer Term

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

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 wellbeing. 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.

COMMUNITY SERVICE 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.

CLINICAL PRACTICUM

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 Community Engagement 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.
* 472	Basic Intervention and Assessment Skills	3 cr.
* 519	Introduction to Adlerian Psychology and Counselling Theories	3 cr.
530	Ethics in Organizational Psychology	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.
567	Executive and Career Assessment and Development	3 cr.
* 570	Foundations in Organizational Psychology	3 cr.
575	Executive Coaching / Consulting and Leadership	3 cr.
576	Fundamentals of Human Resource Development	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.

Total Credit Hours = 46

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

220	Professional Development Seminar I	1 cr.
519	Introduction to Adlerian Psychology and Counselling Theories	3 cr.
570	Foundations in Organizational Counseling	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term credits = 10

Spring Term

221	Professional Development Seminar II	1 cr.
222	Community Service Practicum I	1 cr.
546	Research Methods in Organizational Psychology	3 cr.
576	Fundamentals of Human Resource Development	3 cr.

Term credits = 8

Summer Term

223	Community Service Practicum II	1 cr.
472	Basic Intervention and Assessment Skills	3 cr.
530	Ethics in Organizational Psychology	3 cr.
550	MAOP Thesis Preparation	1 cr.

Term credits = 8

YEAR TWO

Fall Term

547	Group Theory and Process	3 cr.
549	MAOP Thesis	3 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.

Term credits = 9

Spring Term

548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
549	MAOP Thesis (cont.)	0 cr.
580	Organizational Theory and Change Management	3 cr.

Term credits = 6

Summer Term

567	Executive and Career Assessment and Development	3 cr.
586	Organizational Psychology Practicum	1 cr.
588	Organizational Psychology Practicum Seminar	1 cr.

Term credits = 5

Total Credit Hours = 46

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.

M.A. in Community Psychology

The Adler School of Professional Psychology in Vancouver offers the M.A. in Community Psychology program (MACD) preparing 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 building competencies to effectively research and assess community concerns and issues, and to plan, develop, implement and evaluate the social services and programs provided by the government and the non-profit sector. Community psychology examines a wide variety of forces and structures in the community that 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 promotes constructive social change. The MACD 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 toward building inclusive, equitable, and healthy communities. The MACD degree requires students to complete two practicums: 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 that demonstrates the requisite understanding of community-based research and the critical analysis process, and that the student is fully prepared to undertake leadership in building healthy communities or further academic pursuits. Designed for the professional learner, the program is offered in a flexible weekday, evening and weekend format, allowing students to

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 and Psychopathology	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	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	Applied Thesis 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

Curriculum Sequence

YEAR ONE

Fall Term

300	Professional Development Seminar I	1 cr.
350	Principles of Community Psychology	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	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	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	Applied Thesis 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.

Doctorate of Psychology in Clinical Psychology – Vancouver Campus

The Doctor of Psychology in Clinical Psychology (Psy.D.) program prepares students for the general practice of professional clinical psychology with particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction. Our Psy.D. program aligns with the scholar-practitioner model of training and education developed by the National Council of Schools and Programs of Professional Psychology to develop 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.

The Vancouver campus program curriculum parallels the Chicago campus Psy.D. curriculum which has received accreditation from the American Psychological Association. The program curriculum has been specially designed to meet the curricular requirements of most provincial and state licensing and registration bodies. Graduates of the parallel Chicago campus Psy.D. program have been registered or licensed as Psychologists in Canada and the United States, respectively. Applicants are encouraged to consult the registration/licensure requirements of the jurisdiction in which they hope to become registered/licensed to verify that the program meets their specific jurisdictions requirements. The program is structured for completion in five years of full-time study, which includes a full year internship. Generally, students will spend four years in coursework and practicum experience, followed by a one-year (full-time) internship.

Curriculum

The sequence of coursework is designed for full-time study over five years, including a full-year internship. Adherence to the recommended sequence assures that students are taking courses that are sequenced to be logical, cumulative, and graded in complexity.

Foundation courses are offered in the first year to develop knowledge and skills pertinent to relationship, diversity and assessment competences, as well as human development and health and dysfunction. Foundation courses in biological bases of behavior and cognitive/affective bases of behavior are included. Students attend a Professional Development Seminar for the first two semesters to receive guidance about their program requirements, an orientation to issues pertinent to professional psychology, and preparation for the Community Service Practicum (CSP), a unique service learning experience reflecting the doctoral program's goal to educate socially responsible practitioners.

In years two and three of the curriculum, students build on foundational training to expand their knowledge and skills into additional areas of competency including therapeutic practice, Adlerian theory and methods, and research and evaluation. A foundation course in socially responsible practice is devoted to reviewing theory and research on the role of structural and systemic factors on human well-being. Students also complete two required clinical practica and begin the process of preparing to complete their doctoral research project.

The fourth year of the curriculum is devoted to coursework on more professional practice-oriented competencies such as supervision, consultation, management, and supervision, as well as additional coursework in pharmacology and socially responsible practice. Finally, students are encouraged to complete their doctoral research project prior to going on to their pre-doctoral internship.

To monitor and ensure achievement of course and program competencies, capstone tasks are sequenced such that students have appropriately timed opportunities to demonstrate acquisition of specific knowledge, skills, and attitudes. These consist of: the Community Service Capstone Paper required after the completion of the Community Service Practicum; the Doctoral Clinical Qualifying Examinations to assess the assessment competency at the completion of the assessment practicum and to assess the intervention competency at the completion of the intervention practicum; and the Doctoral Research Project. These capstone requirements enable faculty to establish that students have acquired the expected level of competency in targeted areas as well as to assess the degree to which the curriculum is successfully preparing students for professional practice.

Clinical Training: Practica and Internship

The program requires 1500 hours of clinical practicum experience with appropriate supervision from credentialed supervisors and group supervision by School faculty. After completing all coursework, practicum training experiences, and clinical qualifying examinations, students will be required to complete a 1600 hour Internship at a site approved by the school. In addition, the program requires a 150-hour Community Service Practicum, taken during the first year of study that provides students with experiential learning on issues of diversity and social justice as they relate to individual and community mental health and well-being.

Research Training and the Doctoral Research Project

The doctoral research project requires students to design, implement and prepare a comprehensive report on a research study examining a clinical issue relevant to the practice of clinical psychology. The doctoral research project is designed to contribute to a student's knowledge, skills, and expertise in scholarship and its importance to the science and practice of professional psychology. The doctoral research project serves as an important capstone requirement for cumulative, sequential learning in research methodologies and evaluating the ability to integrate research and practice.

Doctoral Clinical Qualifying Examinations

In addition to satisfying course work, clinical and research training, and other program requirements, students must also pass two qualifying examinations. Qualifying examinations are important 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.

Residency Requirement

Students are required to complete a minimum of three academic years of full-time, resident graduate study. Students should be able to complete their doctoral degree within 7 years of first registration to the Psy.D program; students are also expected to complete the program within two years of completing the internship (failure to do so may result in administrative withdrawal from the program).

Work outside of teaching or research assistantships

Students do not work more than an average of 20 hours per week in employment outside of the program.

Admission Criteria

Applicants to the program must have the following:

- An honours baccalaureate degree in psychology or the equivalent from an accredited institution. Equivalency means at least 60 credits of psychology coursework.
- A grade point average of 3.25 or higher on a 4.0 scale for all undergraduate or graduate course work.
- Completed senior courses in statistics, research methods, and abnormal psychology. In addition, applicants are expected to have completed coursework in neuroscience, cognition, social psychology, developmental psychology, tests and measurement theory, personality and learning.
- Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants.
- Submission of the Graduate Record Exam general score.
- Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process.

Students accepted for admission with an M.A. from the Adler School may be granted credit for graduate level courses that overlap with the Psy.D. curriculum. Accepted students who have previously taken graduate level coursework at another accredited institution will also be considered for transfer credit. For these students, a maximum of (24) semester credits may be transferred into the Psy.D. program. The Adler School does not grant credit for any curriculum requirements based on prior learning assessment.

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-337	Group Psychotherapy	3 cr.
PCO-402	Introduction in Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parenting Education: Adlerian Theories and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
* PSYD-510	Research Methods	3 cr.
PSYD-514	Lifestyle Assessment and Diagnosis	3 cr.
PSYD-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-523	Adlerian Approaches to Individual and Family Therapy	3 cr.
PSYD-530	Community Psychology	3 cr.
PSYD-550	Statistics	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-602	Doctoral Community Service Practicum I	1 cr.
PSYD-603	Doctoral Community Service Practicum II	1 cr.
PCO-623	Life Span Development	3 cr.
* PSYD-627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
* PSYD-628	Assessment II: Personality Assessment	3 cr.
* PSYD-629	Assessment III: Integrated Assessment	3 cr.
PSYD-630	Cognitive-Behavioural Approaches to Intervention	3 cr.
PSYD-632	Cognitive/Affective Bases of Behavior	3 cr.
PSYD-634	History and Systems	3 cr.
PSYD-636	Biological Bases of Behavior	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
* PSYD-655	Professional Development, Issues and Ethics	3 cr.
* PSYD-660	Humanistic/Existential Approaches to Intervention	3 cr.
MAF-663	Effective Couples and Family Therapy	3 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
PSYD-680	Supervision and Consultation	3 cr.
PSYD-690	Psychopharmacology	3 cr.
PSYD-691	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSYD-692	The Role of Psychologists in Management, Administration and Leadership	3 cr.
PSYD-701	Assessment Practicum I	1 cr.
PSYD-702	Assessment Practicum II	1 cr.
PSYD-703	Assessment Practicum III	1 cr.
PSYD-704	Therapy Practicum I	1 cr.
PSYD-705	Therapy Practicum II	1 cr.
PSYD-706	Therapy Practicum III	1 cr.
* PSYD-711	Assessment Practicum Seminar I	1 cr.

PSYD-712	Assessment Practicum Seminar II	1 cr.
PSYD-713	Assessment Practicum Seminar III	1 cr.
* PSYD-714	Therapy Practicum Seminar I	1 cr.
PSYD-715	Therapy Practicum Seminar II	1 cr.
PSYD-716	Therapy Practicum Seminar III	1 cr.
PSYD-900	Doctoral Research Project Proposal	0 cr.
PSYD-901	Doctoral Research Project I	0 cr.
PSYD-902	Doctoral Research Project II	0 cr.
PSYD-903	Doctoral Research Project III	0 cr.
PSYD-905	Community Service Capstone Paper	0 cr.
PSYD-990	Doctoral Clinical Qualifying Exam – Assessment	0 cr.

Total Credit Hours = 105

* = Required before beginning practicum

Suggested Course Sequence

YEAR ONE

Fall Term

PCO-402	Introduction in Adlerian Psychology and Psychopathology	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PCO-623	Life Span Development	3 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.

Term Credits = 13

Spring Term

PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-602	Doctoral Community Service Practicum I	1 cr.
PSYD-628	Assessment II: Personality Assessment	3 cr.
PSYD-636	Biological Bases of Behavior	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.

Term Credits = 14

Summer Term

PSYD-603	Doctoral Community Service Practicum II	1 cr.
PSYD-629	Assessment III: Integrated Assessment	3 cr.
PSYD-632	Cognitive/Affective Bases of Behavior	3 cr.
PSYD-655	Professional Development, Issues and Ethics	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 13

YEAR TWO

Fall Term

PSYD-514	Lifestyle Assessment and Diagnosis	3 cr.
PSYD-630	Cognitive-Behavioural Approaches to intervention	3 cr.
PSYD-701	Assessment Practicum I	1 cr.
PSYD-711	Assessment Practicum Seminar I	1 cr.
PSYD-905	Community Service Capstone Paper	0 cr.

Term Credits = 8

Spring Term

PCO-433	Parent Education: Adlerian Theories and Interventions	2 cr.
PSYD-510	Research Methods	3 cr.
PSYD-660	Humanistic/Existential Approaches to Intervention	3 cr.
PSYD-702	Assessment Practicum II	1 cr.
PSYD-712	Assessment Practicum Seminar II	1 cr.

Term Credits = 10

Summer Term

PCO-337	Group Psychotherapy	3 cr.
MAF-663	Effective Couples and Family Therapy	3 cr.
PSYD-703	Assessment Practicum III	1 cr.
PSYD-713	Assessment Practicum Seminar III	1 cr.
PSYD-990	Doctoral Clinical Qualifying Exam – Assessment	0 cr.

Term Credits = 8

YEAR THREE

Fall Term

PSYD-523	Adlerian Approaches to Individual and Family Therapy	3 cr.
PSYD-550	Statistics	3 cr.
PSYD-704	Therapy Practicum I	1 cr.
PSYD-714	Therapy Practicum Seminar I	1 cr.

Term Credits = 8

Spring Term

PSYD-515	Applied research Design in Clinical Psychology	3 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PSYD-705	Therapy Practicum II	1 cr.
PSYD-715	Therapy Practicum Seminar II	1 cr.

Term Credits = 8

Summer Term

PCO-438	Introduction to Addictive Disorders	3 cr.
PSYD-691	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSYD-706	Therapy Practicum III	1 cr.
PSYD-716	Therapy Practicum Seminar III	1 cr.
PSYD-900	Doctoral Research Project Proposal	0 cr.

Term Credits = 5

YEAR FOUR

Fall Term

PSYD-530	Community Psychology	3 cr.
PSYD-634	History and Systems	3 cr.
PSYD-901	Doctoral Research Project I	0 cr.

Term Credits = 6

Spring Term

PSYD-680	Supervision and Consultation	3 cr.
PSYD-902	Doctoral Research Project II	0 cr.
	<i>Add one (1) Clinical Elective Choice</i>	3 cr.

Term Credits = 6

Summer Term

PSYD-690	Psychopharmacology	3 cr.
PSYD-692	The Role of Psychologists in Management, Administration and Leadership	3 cr.
PSYD-903	Doctoral Research Project III	0 cr.

Term Credits = 6**YEAR FIVE**

	<i>Doctoral Internship</i>	0 cr.
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Term Credits = 0**Total Credit Hours = 105****Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses as outlined in the curriculum.
2. Satisfactory completion of 1,500 minimum hours of clinical practicum.
3. Satisfactory completion of the Community Service Practicum.
4. A cumulative grade point average of 3.0 or higher and meeting all school policy with regard to grades.
5. Fulfillment of the Residency Requirement described above.
6. Successful completion of all qualifying and comprehensive examinations.
7. Successful completion of a Doctoral Research Project.
8. Satisfactory completion of an approved pre-doctoral Internship.
9. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

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.

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: PSY-659, PCO-402, PCO-641, and PSY-645 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. This seminar culminates in a public presentation of the practicum experience.

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: PSY-659, PCO-402, PCO-641, and PSY-645 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 Community Engagement. 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 related to social action, outreach, programming, development, and needs assessment. Students must complete their practicum by the end of June. 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.

303-304 Community Service Practicum I & II 1 Credit per term
(Vancouver Campus)

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 psycho-education, 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-308 Qualitative Research Methods in Clinical and 3 Credits
Counseling Psychology

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)

PSY-334 Psychodynamic Approaches to Intervention 3 Credits

Prerequisites: PSY(), 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 intra-psychic 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)

PSY-336 Humanistic and Existential Approaches to Intervention 3 Credits

Prerequisites: PSY-(), 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, Stanislaf 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)

PSY-339 Biofeedback 3 Credits

Prerequisites: PSY-(), 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 purposes (functions), issues, and processes 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** **3 Credits**
(Vancouver Campus)
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.

MAF-433 **Fundamentals of Adlerian Psychology and Parenting** **3 Credits**
Education: Theory and Interventions
This course will provide for the MAF student an overview of the core concepts of Adler's Individual Psychology. Building on this foundation, the course provides an opportunity to develop child guidance and parenting skills based on Adlerian principles. Through lecture, class discussion, observations and participative demonstrations,

students will learn how to facilitate parenting groups. Students will receive supervision from Adlerian faculty as they lead or co-lead a parenting group in the community.

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 250 clock hours per practicum (a minimum of 500 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.
- PSYD-472** **Basic Intervention and Assessment Skills (Vancouver Campus)** **3 Credits**
 Upholding the complementary relationship between assessment and intervention, this course is designed to provide students with the foundational knowledge and skills necessary for entry-level clinical practice. In the area of intervention, the course familiarizes students with the essential elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, meta-theoretical views on human change processes and basic multicultural competency in helping relationships. In the area of assessment, the course covers intake interviewing, the mental status exam, risk assessment and the DSM-IV-TR multi-axial approach to diagnosis. Students also learn about informed consent, confidentiality and the importance of clinical documentation, while solidifying their ability to compose cogent assessment reports and treatment plans.
- 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

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 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.

PCO-497 Research Methods (Chicago Campus Only) 3 Credits

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

PCO-499 Independent Study 1-3 Credits

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

CRM-500 **Criminological Theory** **3 Credits**
Theoretical underpinnings of criminology are vital to understanding and developing solutions to contemporary crime problems. This course will introduce students to the major theories, patterns and typologies of criminology. Students will examine historical and influential perspectives, including classical criminology, biological and psychological explanations, ecological theories, social disorganization, strain, control, conflict, labeling, and critical criminology. Analytical comparisons of basic components of all theories will be used to develop an understanding of theory construction. Emerging critical issues, including the impact of forensics and technology on criminal investigation and prosecution, will be introduced. Additionally, students will apply theoretical perspectives to current criminal justice problems.

EML-500 **Foundations of Emergency Management Systems** **3 Credits**
This course introduces students to the major themes of contemporary emergency management theory and application including mitigation, preparedness, response and recovery. Emphasis will be on the integration of the human experience in all themes and the application of psychology to assist in the emergency manager's role. This course will focus largely on emergency management as it is conducted at the local, state and federal levels.

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

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

MAMP-500 **Survey of Military Psychology** **3 Credits**
This course introduces the student to the specialty of Military Psychology which aims to improve the lives of service personnel and is applicable to a wide range of areas within the military community. Various ways psychology is applied to military environments including the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, and performing analysis on humanitarian and peacekeeping missions to determine procedures will be discussed. Other applications of military psychology include its intersection with social policy particularly with respect to issues of diversity within the military.

MASH-500 **Professional Development Seminar** **0 Credits**
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. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of counseling and sport & health psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of ethical codes (ACA; AASP) and professional standards of counseling. This course will also assist in orienting and preparing students for the Community Service Practicum.

PPA-500 **Theories of Public Policy Administration** **3 Credits**
This course introduces students to the historical and theoretical foundations of public policy and administrative services. Topic areas focus on growth of government services, political agendas, administrative law, government decision-making, societal influence on policy formation or change, technological and social media, and the four

main values in public policy and administration, equity, economy, efficiency, and effectiveness. Current situations in public sector organizations today will be used in course discussions.

EML-501 Law and Politics of Emergency Management 3 Credits

This course introduces students to the critical component agencies and decision making processes within the Emergency Management system. Ethical and political considerations are discussed as well as policy and the legal framework underlying emergency management in the United States. Core policy documents such as the National Response Framework, relevant Homeland Security Presidential Directives, the National Incident Management System, the Stafford Act, the Emergency Management Assistance Compact and representative state-level laws and policies are explored. Finally, the roles and responsibilities of local, state and federal government in carrying out policy as well as current legal, political and ethical issues throughout the emergency management cycle are examined.

MAMP-501 Operational Psychology for the Military 3 Credits

This course provides students with the opportunity to integrate socially responsible strategies with operational psychology in military environments. By focusing on the use of human factors in various military settings, students learn how to support and promote the behavioral health and welfare of service members and families, performance of individuals and teams, and success in military operations. As they relate to social justice, pre and post deployment psychological strategies will also be explored and an orientation to areas such as psychological operation (PSYOPS), human terrain psychology, and the psychology of intelligence will be provided.

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.

**PPA-501 Political Economy and Economic Analysis
in Public Policy Development 3 Credits**

The first part of this course student learn the basic economic tools and micro-economic models relevant to current policy and public sector choices, including the role of government in a market-oriented economy, with an emphasis on market failures. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity; how microeconomics is used in public policy analysis, and methods of economic analysis. In the second half of this course students learn the formulation and implementation of policies, primarily within urban areas and local government. The course focuses on political and economic factors impinging on the policy process, the current policy environment within vital areas and the role of key policy players, (government and non-profit agencies, community organizations/coalitions, windows of opportunity, etc.) in policy formation. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

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.

EML-502 **Supporting Functional Needs Populations in Disasters** **3 Credits**
This course provides an overview of vulnerable populations including the elderly, disabled, mentally ill and others who are dependent on assistive devices, medications or access to external support services. Students learn how disasters affect this vulnerable population and focus on strategies to support and manage them when access to what they need is disrupted or unavailable. Strategies for preventing further distress, coordinating relief and restoring functioning as quickly as possible are discussed.

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.

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.

MAMP-502 **Mental Health Law and the Uniform Code of Military Justice** **3 Credits**
This course is designed to provide a basic understanding of mental health law, the Uniform Code of Military Justice (UCMJ), the military justice system, and social justice as it relates to Adlerian principles. Students will conduct a literature review on a specific aspect of mental health law as it relates to the military justice system. Students will examine the history and evolution of the Uniform Code of Military Justice. The United States Supreme Court once remarked that “the military is, by necessity, a specialized society separate from civilian society...(and) has again by necessity developed laws and traditions of its own during its long history.” As a result, the military has developed its own culture, value system, and more. Concepts of duty, honor, and country, often considered archaic elsewhere, enjoy continued vitality in the uniform ranks. This course will not be presented as if the students were uniformed lawyers and will not be a comprehensive treatise on military law.

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.

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.

PPA-502 Ethics in Public Policy 3 Credits
This course is designed to provide students with a solid foundation for the ethical practice of leadership and management in the public and nonprofit sectors. Questions related to corruption, abuse of power, financial impropriety, ethics codes and standards in government and professional fields, as well as corporate codes of ethics, whistle-blowing and other topics related to problems of conscience and judgment will be examined.

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.

EML-503 Disaster Response, Recovery and Continuity 3 Credits
This course is designed to provide students with the requisite skills to create strategic emergency management plans with an all-hazard focus. Students learn a comprehensive approach to emergency management that includes operational plans to prepare, prevent, protect, respond and recover. This strategic hazard specific plan will augment the Emergency Management Planning Cycle as a method of maintaining high-level, continual preparedness. This course also integrates the knowledge acquired in subsequent EMCP (Emergency Management and Continuity Planning) courses to develop functional operations plans to manage and coordinate complex natural, technological and political emergencies.

MAMP-503 The Psychology of Conflict and Operations Other than War 3 Credits
This course introduces the students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorism and operations other than war (e.g. disaster relief, peace keeping and enforcement). Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current national and global 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 the international community can work together to limit its effects. Special attention will be given to the collateral damage and psychological consequences to failed policies.

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.

PPA-503 Collaborative Policy Making and Civic Engagement 3 Credits
This course explores different dialogue modalities including intergroup dialogue, and how these techniques are used in experiential learning opportunities such as role-play within the classroom. Focusing on key concepts in negotiation and mediation, the power of the democratic process in creating new ideas, the use of social media,

co-intelligence or the mixing of personal intelligences to produce new ideas, students will learn how policy can be developed or changed in ways that are more inclusive and representative of community need. The course also examines social movements and policy case studies that include civic engagement in different cultural settings, as well as key stakeholders such as civic leaders, citizens, community services, government agencies, and private business. Policy professionals will guest lecture and current policy issues in the Chicago Metropolitan Area will be considered.

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.

EML-504 Psychology of Terrorism 3 Credits

This course focuses on the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis is 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 are discussed, based on various criteria – motives, means, objectives, geography and others. Students learn 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 choose relevant topics for original research and will present information in small group presentations.

MAMP-504 Ethics, Morality and Social Justice in the Military 3 Credits

This course is a comprehensive study of military ethics, morality, social justice, and is designed to benefit both the student seeking professional leadership development in the reserves or active duty and practitioners who seek to serve them. Topics include the general subjects of just war theory, laws of war, rules of engagement, and international laws governing war and conflict. The objective is to provide the learner with guidance for their behavior in order to act in a socially responsible manner consistent with the international ethical and moral requirements of conflict. The course intends to promote and inspire both discussion and debate on addressing behaviors that uphold the principles of social justice, and those behaviors that challenge the status quo of organizations which do not adhere to these standards and codes of conduct guiding behavior.

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.

PPA-504 Public Finance 3 Credits

This course provides students with a basic understanding of the methods used to analyze and evaluate public sector finances including revenues and expenditures. The primary emphasis is on government organizations in Illinois state and local government budget process (development and reform) including funding sources (e.g. taxation, user fees, fines, etc.) and expenditures (e.g. operating budgets, capital budgets, and the role of budgets in public sector agencies). In addition students explore the public budget as a political tool and the complications of budgeting when democratic governance is used in the decision-making process at both the policy and agency level including the allocation of resources that reflect the value of agencies and society.

EML-505 Leading in Times of Crisis 3 Credits

This course exposes students to the foundational principles of psychology necessary for effective leadership in emergency management. Emphasis is placed on leadership, influence and decision-making in a multi-agency emergency response environment marked by limited time, ambiguous information, and high-stakes. Leadership, management, motivation, emotional intelligence, and conflict resolution are discussed. Students learn to identify their personal leadership styles and explore the assets and limitations of their unique style. Techniques for building and maintaining effective and emergency-resilient teams are presented along with methods for developing diversity and social awareness within management practices.

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.

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.

MAF-505 Professional Development, Issues and Ethics 3 Credits

This course provides students with a solid foundation for the ethical practice of therapy with individuals, couples and families, according to the codes of ethics of the American Association for Marriage & Family Therapy (AAMFT) and the American Counseling Association (ACA). In addition to the issues common to all therapists, the course will address the unique ethical/legal issues related to systemic therapy, such as working with multiple family members or combining individual with conjoint therapy. Dilemmas created by competing goals/priorities of family members or involvement with other systems will be highlighted. The student will learn to think ethically by employing a decision-making model to current issues in the field. A review of social justice theories and their relationship to ethical decision-making will be provided.

MAMP-505 War, Trauma, Grief, Death and Loss 3 Credits

This course examines the biological, psychological, social, and spiritual impact of being in combat or experiencing a conflict. It focuses on the range of psychological distress military personnel may experience as the result of active combat, being wounded permanently disabled in battle, exposure to weapons of mass destruction, and being a prisoner-of-war. Students will develop an understanding of how to distinguish between normal and mal-adaptive reactions to the range of stressful events inherent in active duty and become familiar with various strategies for the prevention, management, and treatment of those persons exposed to these stressors. The current evidence supported research on the screening, assessment, and treatment of persons with acute and long term combat-related post-traumatic stress disorders along with its impact on the family and community is also reviewed for familiarity as it relates to the wellbeing of military personnel and their families.

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.

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 (Chicago Campus) 3 Credits

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics of the American Counseling Association (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 (Vancouver Campus) 3 Credits

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics 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.

PPA-505 Research Methods I: Quantitative Research Methods 3 Credits

This course reviews basic methods and theories of quantitative analysis in the social sciences. Students will learn descriptive and inferential statistics. Studying the topics of sampling, probability theory, and statistical methods of correlation and regression students will participate in designing research studies and interpreting results. Articles using various types of quantitative research methods will be reviewed to build students competence in assessing research methodologies.

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.

EML-506 Essentials of Effective Communication 3 Credits

This course offers students the opportunity to develop basic relationship and intervention skills using role-plays and other experiential exercises to prepare for a wide range of interactions during emergency situations. Students develop a deeper understanding of models of communication and explore strategies for establishing rapport with individuals in distress. Students also have the opportunity to identify their own personal communication styles and attempt to integrate them with models of communication discussed in the course to promote increased effectiveness as leaders before, during and after critical incidents and disasters.

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.

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.

MAMP-506 **Psychology, Resilience and Positive Psychology** **3 Credits**
This course explores how resiliency theory and positive psychology can be applied to the military community in an effort to minimize the long term impact of stress related to life in the military. Students will first review existing programs and then develop their own evidenced based and outcome supported psycho-educational programming for military personnel and their families that is focused on the strengths and assets of each individual as well as the extended group. Students will discuss the role of prevention and educational programming in mitigating psychological distress by better preparing military personnel for the impact their job can have on individual and family life.

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).

PPA-506 **Research Methods II: Qualitative Research Methods and Community Consultations** **3 Credits**
In this course students learn how to get detailed and significant information through research methods that use open-ended, and in-depth interviewing, with a focus on the key components of qualitative research designs, methods and analysis. Using qualitative methods used in policy formation and analysis this course reviews ethnography, case studies, thick description, depth interviewing and various theories of inductive reasoning. Students also study asset-based approaches to needs assessments of communities and are introduced to various styles of Participatory Research.

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.

EML-507 **Research Methods for Leaders in Emergency Management** **3 Credits**
This course serves as the first course in a two-phase process for completing the capstone project. Students are first required to identify a topic related to emergency management to study. Major methodologies for conducting

research at both the conceptual and applied levels are then discussed to assist students in the planning and development of a framework for designing their project. How to critically review current literature, develop a research question, write an abstract or proposal, determine threats to validity, select variables and participants for study and determine appropriate ethical and culturally relevant strategies for studying human behavior will be discussed.

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.

MAMP-507 Research Methods 3 Credits

The course surveys the major methodologies for conducting experimental and quasi-experimental research at both the conceptual and applied levels. Areas of emphasis include experimental control, threats to validity, biases and artifacts, randomization, correlational research, observational and qualitative research, single-case experimental designs, independent group designs, repeated measures, complex designs, with an emphasis on program evaluation. Methodological instruction will be conceptually integrated with students' prior knowledge of statistics. Students will learn how to conduct literature reviews, generate research designs, and select variables and participants for study. Students are expected to demonstrate appropriate ethical and cultural awareness in research design considerations throughout the course. Students will have guided opportunities to critique current research including critiquing published military psychology related research by identifying the research method and design; identifying and explaining design limitations; and making recommendations for improvement.

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.

PPA-507 Organization Theory in Public Administration 3 Credits

In this course students' will learn human resource practices and styles of management in public organizations. Topics include sociological, economic and political science theories of organizational behavior and management within the public sector; decision making, and change within nonprofit and government agencies; and organizational leadership and culture. Students will study the fundamentals of public administration, core managerial activities, and important managerial skills, e.g. team building, mentoring, and decision-making.

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.

EML-508 Group, Organization, and System Development 3 Credits
This course explores the intertwining of individual roles and group dynamics; the impact of culture, strategy and design in consultation efforts and methods used in working with small groups and teams. Theories, applied analyses, and skill development emphasize the successful introduction of organizational change affecting work units, task groups and individuals. This course will also cover organizational management with respect to human behavior in the workplace and communities. Current developments in the behavior sciences as they apply to these organizations are stressed.

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

MAMP-508 Culture and Diversity in the Military 3 Credits
This course provides an overview of psychological and sociological dimensions of the warrior culture. In doing so the student will learn to assess research and develop a literature review on a specific area of military culture. Students will conduct a literature review of the history and evolution of culture in the armed forces. This includes, but is not limited to, the branches of the uniform services, organizational & leadership structure, military core value system, and diversity. Special attention will be given to the diversity and meaningful cultural characteristics of race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age. This will provide the student with a better understanding of military culture, allowing cultural sensitivity in communications and in interactions with uniform service members, their partners, families, and community. Service learning will occur with the student attending open military/veterans/family related advocacy and support groups.

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.

PPA-508 Capstone/Fieldwork Experience in Public Policy 3 Credits
Prerequisites: PPA-505 and PPA-506. The Capstone/Field experience offers students the opportunity to work in an organization such as a governmental agency, community group, or non-profit organization, within the policy area of their choice that is part of students' areas of concentration. Guided by a faculty advisor students' will create three learning objectives that must include at least one of the following activities: policy development, analysis or change; program analysis; community assessments; cost-benefit analysis; or coalition building. The fieldwork experience must provide students with an opportunity to find viable and sustainable solutions to urban issues. In addition to the field experience students are required to complete a capstone project. Using the combined knowledge of core and concentration courses and specific research skills learned in Research Methods I and II courses, students will complete a combination research/major policy brief that requires an in depth literature review, research study, a thoughtful synthesis of primary and secondary sources, and consideration of policy options that can be used by others (e.g. field work agency, public officials, politicians, development practitioners, donors, etc.). Students will present their final project to fellow students, faculty, the client organization or interested community partners and constituents.

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.

EML-509 Private Sector Emergency Management Strategies 3 Credits

This course offers students the opportunity to understand the emergency manager's role outside of government. Private sector assets, products and services and their relationship to the well-being of communities are discussed. Students will also learn how to assist businesses in developing continuity and disaster recovery planning to ensure that mission-critical business functions can continue in the event of a disaster.

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.

MAMP-509 Department of Defense and the VA Health Care System 3 Credits

This course is an overview of the Department of Defense and Veterans Administration's health care delivery systems. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems. The range of clinical services that will be examined includes: battlefield care, critical and long term care along with the battle injury specialties (e.g. traumatic brain injuries, spinal cord injuries, amputations, and burns). Other public and private medical care and behavioral health delivery systems serving veterans will be engaged. Special focus will be on alternative and innovative outcome oriented programming.

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.

PPA-509 Urban Mental Health Part I: Ecology Matter 3 Credits

This course explores the extensive and diverse range of mental health services both historically and present day in the United State including substance abuse, school based mental health, community mental health and mental health in the criminal justice system. With a focus on mental health care this course also examines the determinants affecting health policy such as social distribution and health disparities; financial factors; and the roles and behaviors of key health policy stakeholders. A comparison of the health systems of other nations, delivery and outcomes will also be discussed.

CMHC-510 CMHC Professional Development Seminar 0 Credits

This seminar will provide students with an orientation to the counseling profession and address issues of diversity in the development of a counselor identity. In addition, advisement and mentoring around Adler's mission, degree requirements, social justice/advocacy externship experience and CMHC practicum and internship will be discussed.

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.

EML-510 Disaster Mental and Behavioral Health Applications 3 Credits
in Emergency Management

Preparedness, initial response strategies, short term recovery interventions and long term challenges of recovery from a behavioral health perspective are discussed in this course. Understanding the psychological impact of disaster on individuals, groups, organizations and communities is stressed. The psychological resilience model is specifically discussed to teach students how to provide psychologically informed services at all levels of a disaster. Models of wellness using case studies and scenario based training are utilized to demonstrate the integration of the psychology of resilience and wellness with intervention strategies.

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.

MAMP-510 Substance Abuse in the Military 3 Credits

This course examines alcoholism, substance abuse, and other addictive disorders as they occur in the military and with veterans. The current body of research literature in addictions will be reviewed and information to help students understand evidence supported models of prevention, intervention and treatment of substance abuse disorder. Students will also develop an understanding of the basic pharmacological, physiological and medical aspects of substance abuse and dependence as well as develop an understanding of the tools used to recognize the signs and symptoms of various forms of substance use within the military community among culturally diverse population of the dually diagnosed and the mentally ill substance abusers [MISA].

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.

PPA-510 Urban Mental Health Part II: Diagnosis and Service 3 Credits

By using primary social, political, economic, legal and philosophical forces influencing mental health service delivery this course examines the effective development, integration, maintenance and evaluation of mental health service organizations. The course also explores the interface with mental health providers and other major service delivery systems, including welfare, criminal justice, primary health care, vocational rehabilitation, and social security. Management techniques that align resources and action with an organization's mission and vision, and the transformation of static organizations into systems that evolve and grow as requirements and other circumstances change are also considered.

- PSYD-510 Research Methods (Vancouver Campus) 3 Credits**
 This course discusses the assumptions and methods of a range of research designs used to research issues in clinical psychology. A critical assessment is provided of the strengths and weaknesses of both qualitative and quantitative research methods and their application to the study of problems in the field of clinical psychology. Students are expected to conduct a preliminary review of psychological literature and research from the field and prepare a "talking paper" in an area of special interest. Preparation of a research proposal is intended to assist students in their eventual work on their Doctoral Research Project. Over 7 weekends (approximately 40 hours of class time), we will explore the principles and approaches to researching in the field of Clinical Psychology. We will cover the various aspects and components of a standard research project, and will survey a variety of qualitative and quantitative designs to investigating topics in Clinical Psychology.
- 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.
- EML-511 Emerging Issues in Emergency Management 3 Credits**
and Homeland Security
 This special topics course will closely examine trends and changes within the conceptualization of emergency management in the US. It will focus on timely issues currently shaping the trajectory of the nation's responses to disaster events. Students will contemplate current debates within the realm of emergency management focusing on topics such as: application of technology, private sector and government partnerships, the role of government in grant funding, the role of homeland security and information sharing, the state of national preparedness and current legal and policy issues.
- 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.
- MAMP-511 Social Services and Behavioral Healthcare to Veterans, 3 Credits**
Retirees, Military, and Their Families
 This course will specifically examine the social service and behavioral health systems that are responsible for providing psychiatric, mental health, substance abuse, and family care for uniform members, retirees, veterans, and their families. Following guidance from the Department of Health and Human Services' SAMHA (Substance Abuse & mental Health Administration) the course will promote an understanding of promising, best, and evidence-based practices in suicide prevention, mental health, and substance use treatment; veteran and family peer support, veteran jail diversion; homelessness prevention, workplace/employment; interagency data sharing; teletherapy, outreach to the National Guard and Reservists, coordinating diverse public and private organizations that are reaching out to consumers, optimizing financing mechanisms to increase system capacity; increasing appropriate use of TRICARE and Department of Veterans Affairs health care resources, improving data-sharing across agencies; the impact of training community behavioral health providers in military culture and evidence-based, trauma-informed care; and other critical issues related to the behavioral health needs of these populations. Service learning will occur with required on-site visits and follow-up reporting of service providers.
- 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.

EML-512 EML Capstone Project 1 Credit
This course builds on the Research Methods for Leaders in Emergency Management course and is designed to be a culminating experience that offers students the opportunity to integrate the knowledge, skills and diverse professional experiences they brought with them to the program with knowledge and skills developed in the program. It will link knowing *how* (knowledge and skills) with knowing *why* (more in-depth understanding of their skill set and role related to their broader impact on people and communities) by requiring students to apply their knowledge and skills to the topic they chose to study in the Research course. Areas of focus for the project can include but are not limited to developing a new training program, creating a community program, studying emergency management outcomes specific to a recent disaster, or developing a training curriculum and manual. Students will work with agencies or businesses to plan and implement a project that represents a socially responsible and just contribution to the practice of emergency management and will present their findings to their peers, professors and interested members of the community.

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.

MAMP-512 MAMP Capstone Project 1 Credit
This course requires students to complete a supervised community engagement project at an approved site for a minimum of 50 hours of work. Students may not complete this requirement at their place of work. Students complete their program with a Capstone Project (final research paper) based on any aspect of their program, a relevant work-related topic or as a project related to their non-clinical community engagement placement. The capstone project may include but not limited to development of a community outreach program, an agency/organizational needs assessment, a new program curriculum, a program evaluation, or a political advocacy program for meaningful and long-term use by the community agency/organization. Students will work with agencies/organizations to plan and implement this project, which will represent a socially responsible and just contribution to the direct or indirect engagement of military personnel and their families. The project will be supervised by a faculty member and the project is expected to be at a professional level eligible for presentation at a professional conference, were one to submit it (submission is not required).

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.

PPA-512 Human Right to Health 3 Credits
The human right to health is protected in multiple human rights treaties. Several countries around the world, most notably South Africa, have used the human right to health to adjudicate the needs of many for healthcare vs. the need of few for specific interventions. A human right to health includes rights to mental as well as physical well-being, and not merely an absence of illness. This class will examine what a right to health constitutes, how governments use the human right to health to make decisions about health care delivery as well as public health issues (such as a right to clean water). This class will specifically examine models of health care delivery of the Heartland Alliance for Human Rights and Human Needs.

PPA-513 International Law, UN treaties and Systems 3 Credits
or Service Delivery
International human rights include a system of treaties and legal regulations, along with the regulatory bodies that oversee states' compliance with human rights obligations. This course will offer a broad outline of the United

Nations system, including treaty monitoring bodies. In addition, some of the basic human rights treaties will be examined and compared to U.S. Constitutional understanding of rights. How human rights are enforced will be examined in this class.

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.

PPA-514 Topics in Urban Policy – Contemporary Human Rights Issues 3 Credits

This class will offer an opportunity to address a contemporary human rights issue with more focus. This could include, for example, a focus on the Chicago torture cases or the newly promulgated treaty for the rights of persons with disabilities. Students may have the opportunity to contribute to a "shadow report", documenting human rights violations in preparation for a United Nations committee.

PSYD-514 Lifestyle Assessment and Diagnosis 3 Credits
(Vancouver Campus)

This course focuses on the use and application of the highly valued Chicago Adlerian personality assessment procedure-the Life Style Inventory. Interviewing skills demonstrated in a live format by the instructor are then discussed and practiced by the students to make the procedure a reliable and replicable tool for data gathering. Analyzing thus gathered data to form a summary of the family constellation and interpretation of early recollections is demonstrated and practiced. The resultant life style formulations will then be applied. Assigned readings and homework support the classroom learning.

PSYD-515 Applied Research Design in Clinical Psychology 3 Credits
(Vancouver Campus)

Building upon the *Local Clinical Scientist Model*, this course emphasizes application of research methods for working in clinical and community settings. The course provides a closer examination of research designs and issues related to applied clinical research. Controlled experimental clinical trials, program evaluation, single case designs and selected qualitative designs will be examined with the aim of equipping prospective graduates with the research skills necessary to assume a local clinical scientist role in future their employment settings.

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-515 Capstone 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.

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 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.

COUN-518 Adlerian Theory and Counseling 3 Credits

This course introduces the principles of Alfred Adler's Theory as a basis for understanding the development of an individual's unique style of living or personality. These principles include the purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in mental health and social progress. Students will learn how to apply these principles in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and society.

519 Introduction to Adlerian Psychology and Psychopathology 3 Credits
(Vancouver Campus)

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.

CRM-520 Criminal Justice: Processes and Institutions 3 Credits

Millions of people each year come into contact with the criminal justice system as victims, offenders, witnesses, and their loved ones. The criminal justice system is composed of law enforcement, courts, corrections, re-entry, prosecution, probation, and public defense, among others. The course will contribute to the development of an understanding of the system as a whole and how the individual pieces work together – or do not. Students will explore the organizational theory behind the design of the criminal justice agencies and critically assess their potential based on organizational design. Students will analyze the guaranteed protections for individuals within the system and how case law and technology are influencing those protections

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.

CRM-522 Community Psychology in Criminal Justice 3 Credits

The interaction among individuals, the community, and criminal justice institutions has a substantial impact on health and well-being. Community Psychology studies a wide variety of forces and structures in the community which affect the positive growth, development and functioning of its members. This course focuses on strategies that facilitate and promote constructive social change within communities, as it relates to the criminal justice

system. It takes an ecological approach to human functioning locating health and well-being in the interaction between individuals and the larger systems in which they live and interact. Students will evaluate social, political, and environmental factors that play a role in criminal behavior.

CRM-523 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.

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.

PSYD-523 Adlerian Approaches to Individual and Family Therapy 3 Credits
(Vancouver Campus)

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.

PSYD-530 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.

CMHC-531 Foundation of Clinical Mental Health 3 Credits

This course orients students to the nature and the history of clinical mental health counseling, and the role of counselors in relation to different service delivery modalities, other mental health professionals in the community, mental health services agencies, and organizations. Students will be introduced to crisis intervention models; associated responses to clients' mental health needs during crises, disasters and other traumatic events will also be discussed. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and emphasizes the role of the counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on their mental health. In addition, ethical and professional issues which affect the practice of clinical mental health counselors will be discussed.

COUN-532 Professional, Legal, and Ethical Issues 3 Credits

This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

COUN-533 Counseling Theories 3 Credits

This course provides a survey of models and theories consistent with current research (evidenced-based) and practice in the counseling profession. Approaches include Psychoanalytic, Individual psychology, Person-centered, Existential, Cognitive-Behavioral, Gestalt, Family systems, and Post-modern theories. The influence of socio-cultural and historical factors on the development of counseling theories is also examined.

group members in an experiential component of this course as well as designing, planning, leading and co-leading group sessions for diverse client populations.

MASH-541 Human Performance Enhancement Using Cognitive Behavioral Theory 3 Credits

Prerequisite MASH-539. 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.

MASH-542 Appraisal of Individual Differences in Sport and Health 3 Credits

Prerequisites MASH-539, MASH-533, MASH-532. Using a peer consultation model, this 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 practicum 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 and sport & health psychology services. In addition, field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

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 (Vancouver Campus) 3 Credits

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. Research Project 1 Credit
(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.

PSYD-550 Statistics (Vancouver Campus) 3 Credits

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 of policy analysis and formulation.

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-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 (Vancouver Campus) 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.

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 (Vancouver Campus) 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.

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: Counseling 1 Credit per term

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: Business 1 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.

PSYD-600 Doctoral Professional Development Seminar I (Vancouver Campus) 1 Credit
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 professional psychology, issues of diversity as it relates to the students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. 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.

PSYD-601 Doctoral Professional Development Seminar II (Vancouver Campus) 1 Credit
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 professional psychology, issues of diversity as it relates to the students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. 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.

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.

CMHC-617 Treatment Planning and Intervention 3 Credits
Prerequisite COUN-534. This course is designed to assist students in expanding their counseling knowledge and skills. Students will learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships, e.g. stages of treatment, common factors in the change process, and multicultural issues. Students will also be trained in current record-keeping standards and protocol in clinical mental health settings.

- COUN-618** **Couples and Family Counseling** **3 Credits**
Prerequisite COUN-534. This course presents an overview of major models of couples and family therapy. The impact of multigenerational and environment factors on family dynamics and couples' relations will be examined through various systemic perspectives. Students will learn about the leading figures, feature concepts, and typical techniques and intervention strategies of these models. Students will be encouraged to evaluate the strengths and limitations of these models, with consideration of power and hierarchy, gender bias, and diversity factors when working with different client populations.
- COUN-622** **Human Growth and Development** **3 Credits**
This course presents an overview of various models and theories in the discussion of the characteristics, developmental needs, and tasks at different stages of a person's life cycle. The impact of social, cultural, biological, and psychological factors on prenatal life, childhood, adolescence, adulthood, and aging will be discussed. Students will also learn about psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement, and related issues in a person's life cycle in relation to their work as a counselor.
- PSY-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.
- PCO-623** **Life Span Development (Vancouver Campus)** **3 Credits**
Within a lifespan developmental perspective, this course explores human development from conception to late adulthood. It examines developmental research methods, theories and application of research findings to selected problems in the major periods of the lifespan. An overview of the cognitive, psychosocial and physical aspects of development will be presented.
- COUN-625** **Research and Program Evaluation** **3 Credits**
This course is a Master's Level introduction to research methods and program evaluation as it pertains to the field of clinical mental health counseling. Major research designs including both quantitative and qualitative methods will be explored. In addition, the course will survey its history and development of program evaluation and provide an introduction to needs assessment, data collection methodology, and data analysis. Ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies will be also covered.
- COUN-626** **Appraisal and Assessment** **3 Credits**
This course will provide foundational knowledge of individual and group approaches to assessment and evaluation commonly used in counseling practice. Psychometric statistics such as measures of central tendency, standard errors, as well as psychometric properties of instruments such as validity and reliability will be discussed. Strategies for ethical selection, administration, and interpretation of assessment and evaluation instruments and techniques with multicultural considerations will be addressed.
- PSYD-627** **Assessment I: Cognitive and Intellectual Assessment** **3 Credits**
(Vancouver Campus)
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. The course must be taken with the required lab.
- PSYD-628** **Assessment II: Personality Assessment** **3 Credits**
(Vancouver Campus)
This course will provide students with an overview of the conceptual, theoretical and empirical issues in the measurement of personality and psychopathology through examination of the reliability and validity of objective (actuarial) and projective methods of personality assessment. Students will learn to administer, score and

interpret broad-band measures (e.g., Minnesota Multiphasic Personality Inventory-2nd Edition (MMPI-2), Personality Assessment Inventory (PAI), etc.), narrow-band measures (e.g., Beck Depression Inventory-II (BDI-II), State/Trait Anxiety Inventory, etc.), and the Rorschach Inkblot Test, as well as other performance-based measures (e.g., Thematic Apperception Test (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.

COUN-629 Career Development Theories and Interventions 3 Credits

This course will examine career development and decision-making models and ethical counseling applications to diverse/multicultural client populations. Students will select, administer, interpret, and evaluate a variety (on-line, etc.) of assessment instruments and utilize educational and labor market information for the purpose of career planning and development. In addition, students will develop and evaluate career services/programs for particular groups in school, agency, or business settings.

PSYD-629 Assessment III: Integrative Assessment (Vancouver Campus) 3 Credits

In this course students learn to generate hypotheses from multiple sources of data and cross-validate sources of data: interview, historical, behavioral, psychometric, and projective data; and compose professional psychological assessment reports. 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, (c) used evidenced based procedures and (d) to communicate findings about liabilities, strengths and assets. Students will become skilled in writing and communicating responses to specific referral questions, to write cogent summaries and case formulations, and to develop effective, meaningful recommendations based on assessment findings and case demands. This course may not be transferred or waived as it serves to prepare students for the Clinical Qualifying Exam (assessment portion).

COUN-630 Addiction Counseling 3 Credits

This course provides an introduction to substance use and the treatment of addictive disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, and concurrent disorders are discussed. Information about pharmacological, physiological, and medical aspects of chemical dependence as well as overview of treatment delivery systems and alternative treatment settings (inpatient and outpatient treatment, prevention programs, mutual help groups, harm reduction programs, and recovery homes) is provided. Each of these areas include a focus on the historical context of substance use, along with consideration of current diversity and social justice issues related to substance use and regulation.

PSYD-630 Cognitive-Behavioural Approaches to Intervention (Vancouver Campus) 3 Credits

In recent years, cognitive-behavioural approaches to treatment have been applied with a broad range of patient populations for a variety of problems. As CBT models have gained influence, the need to understand, both, the theoretical and practical bases of interventions based on cognitive restructuring has become more prominent. This course is designed to acquaint students with the fundamental principles of CBT, as well as the most recent developments in the field. A combination of lecture, demonstration and discussion will form the basis for the course.

PSYD-632 Cognitive/Affective Bases of Behavior (Vancouver Campus) 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.

PSYD-634 History and Systems (Vancouver Campus) 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.

CMHC-635 Advanced Clinical Health Counseling 3 Credits

This course focuses on the management, administration, supervision, and consultation roles of clinical mental health counselors. Students will be oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory process. In addition, students will learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community.

MASH-636 Biological Bases of Behavior in Sport and Health 3 Credits

Prerequisite MASH-539. 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. Emphasis will be placed on sport & health settings.

PSYD-636 Biological Bases for Behavior 3 Credits

This course is designed to provide an examination of the structure, biology, and functioning of the human nervous system. The correlation between neuroanatomy and brain functioning will also be presented through the study and gross dissection and examination of human brains.

**MACR-638 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.

**MACR-639 Individual Appraisal & Assessment Methods in
Rehabilitation Counseling 3 Credits**

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.

MACR-640 Vocational rehabilitation and Job Placement 3 Credits

Prerequisite: MACR-502. 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.

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. Through a variety of interactive learning methods, the following broad themes in social psychology are explored: Social forces on behavior, Diversity and difference, Attitudes, Motivation, Social Perception and Cognition, Power and social influence, Self & Self Presentation.

PSY-642 Cultural and Individual Diversity 3 Credits

This class is one of two courses foundational to understanding human behavior in context and examining the impact of diversity, power and privilege. Diversity broadly defined, including aspects of individual and group identity such as age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status and health/ability status will be examined. The course emphasizes experiential and theoretical learning, including self-reflection and exploration of personal identity so students develop culturally and socially responsive knowledge, skills and attitudes. Research, theoretical frameworks and models for understanding identity will be presented, as well as consideration of multiple statuses, world views and the role of social constructs. Integration of these diversity perspectives into clinical work and their application to the development of socially responsible practitioners are interwoven into the course.

MASH-643 Exercise Psychology 3 Credits

This course is designed to introduce sport and health psychology students to the concepts of human physiology while applying the concepts to sport, exercise, and training. Students will learn the systems of the human body and will learn how the systems interact and result in human performance. This course provides a theoretical basis for understanding the body's physiological responses to sport and exercise. The course investigates how the systems of the body (muscular, respiratory, cardiovascular, for example) function with energy production, which is used to fuel sport, exercise, and training. Emphasis will be placed upon the practical application of exercise physiology principles to sport and health settings.

MASH-645 Critical Evaluation of Contemporary Issues in Sport and Health 3 Credits

Prerequisite MASH-539. Using a peer consultation model, seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned to during internship 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 and sport & health psychology services. In addition, this field training experience will provide students with the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**PSY-645 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.

- MASH-646** **Cognitive Affective Bases of Behavior in Sport and Health Psychology** **3 Credits**
Prerequisite MASH-539. 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 counseling and change, as well as the possible impact of social issues on course topics, will also be examined.
- 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.
- PSYD-647** **Biopsychosocial Bases of Health and Dysfunction (Vancouver Campus)** **3 Credits**
Clinical features of a wide range of mental disorders (e.g., psycho-physiological, anxiety, stress-related dysfunctions, personality, mood and psychotic disorders) will be examined. A comprehensive introduction to the bio-psychosocial etiologies of mental disorders (e.g., biological and cognitive paradigms) and therapeutic approaches (e.g., psycho-dynamic and cognitive-behaviour therapies) commonly used for their treatment will be reviewed.
- PSY-648** **Psychopathology 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
- PSY-649** **Psychopathology II** **3 Credits**
Prerequisite: PSY-648. This course presents clinical manifestations of serious mental 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
- MAF-650** **Overview of Post-Modern Approaches to Couple and Family Therapy** **3 Credits**
This course is an introductory review of the prevalent post-modern theories of couple and family therapy. Post-modern systemic theories are characterized by Several models will be covered, including solution-focused, collaborative family language systems, narrative, and feminist approaches to therapy. The examination of each model will include major figures in its theoretical development, key concepts and fundamental techniques of assessment and intervention. These models can be used in therapy with individuals, couples and families. Students will be encouraged to critique these models with consideration of power/privilege and hierarchy, gender bias and cultural fit.
- MAF-651** **Assessment and Treatment Planning with Individuals and Family Systems** **3 Credits**
This course applies essential concepts of systems theory, including context, causality, communication, change, structure, and development; 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 systems perspectives will be explored in depth. The primary emphasis is on theoretical analysis and systems thinking rather than counseling intervention.
- 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 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.

PSY-654 Diversity and Professional Development Seminar 3 Credits

This seminar provides first year students with support and orientation to becoming a socially responsible psychologist. The seminar focuses on personal and professional development to help students prepare for engaging in community work, explore their personal identity and understand the impact of diversity and social justice issues on their work. Self-awareness will be enhanced through experiential exercises, readings, written reflections and presentations from the centers, institutes and other diversity resources at Adler. This same group continues throughout the first year and is intended to create a safe environment for personal exploration and application of diversity competency skills to the community service practicum starting the second semester. Additional topics in ethics, professional standards of psychology and personal growth, wellness and self-care will be included.

MAF-655 Couples Therapy: Theory and Techniques 3 Credits

Prerequisites: MAF-651, MAF 662, MAF 650. 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. This course has a required lab.

PSY-655 Community Service Seminar I 1 Credit

Co-requisite with Community Service Practicum I and concurrent with one of the following courses: PSY-659, PCO-402, PCO-641, and PSY-645 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.

PSYD-655 Professional Development, Issues and Ethics (Vancouver Campus) 3 Credits

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counselling. Students will learn codes of ethics of the Canadian Psychological Association and the BC College of Psychologists, as well as the history of professional counselling 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 counselling and psychology.

MACR-656 MACR Practicum and Seminar 2 Credits

Prerequisites: CMHC-531, COUN-532, COUN-533, COUN-534, COUN-535, COUN-536, COUN-540.

The MACR Practicum provides a forum for students to attain supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum requires students to complete 100 hours field training in a clinical mental health setting including attaining 40 direct hours through both individual and group counseling. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Students discuss and present cases to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. Practicum seminar also provides peer support and consultation. MACR Practicum is a pre-requisite for MACR Internship.

PSY-656 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. This seminar culminates in a public presentation of the practicum experience.

PSY-657/PSY-658 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: PSY-659, PCO-402, PCO-641, and PSY-645 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 Community Engagement. 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 related to social action, outreach, programming, development, and needs assessment. Students must complete their practicum by the end of June. May not be transferred or waived.

MACR-657 MACR Internship and Seminar I 2 Credits

Prerequisite: MACR 656. Following student's completion of practicum, internship is a supervised "capstone" clinical experience in which the student refines basic counseling, and integrates and authenticates professional knowledge and skills appropriate to the clinical mental health counseling settings, and initial postgraduate professional placement. At this stage, students are to complete the 600 hours of field training, including 240 direct counseling hours, in a clinical mental health setting. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.

MACR-658 MACR Internship and Seminar II 2 Credits

Prerequisite: MACR 657. This is a continuation of students' internship experience with the goal to complete the 600 hours requirement. In the conclusion of both practicum and internship, students should be able to demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. The seminar will continue to provide support, peer consultation opportunities, and group supervision for the student interns.

**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.

PSYD-660 Humanistic/Existential Approaches to intervention 3 Credits
(Vancouver Campus)

This course is designed to acquaint students with the fundamental principles of humanistic-existential approaches to psychotherapy. Beginning with the work of Carl Rogers, humanistic approaches to intervention have placed the client at the forefront of the treatment process. Understanding the value of the client's own choices in the development and progress of treatment, humanistic models operate from an assumption that clients in treatment have the capacity to decide and implement changes in their lives. This course will emphasize the evidence base underlying such interventions as *Emotion-Focused Therapy*, which has established a strong body of research support. Students will learn the guiding principles as well as specific techniques associated with these models of treatment.

MAF-661 Trans-generational Approaches to Individual 3 Credits
and Family Therapy

Prerequisite: MAF-651, MAF-662. This MAF elective course provides the student with an in-depth understanding of working with individuals, couples and families from a Trans-generational perspective such as Bowen Family Systems Theory and Contextual Family Therapy. The course also will examine the Post-Modern Narrative Family Therapy model. The vital clinical skills of assessment, case conceptualization, treatment planning and intervention based on these models are the core MFT competencies addressed by this class.

PSY-661 Integrative Assessment I: Cognitive and 3 Credits
Intellectual Assessment

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

MAF-662 Overview of Modern Approaches to Couple and Family Therapy 3 Credits

This course introduces students to the modern models of couple and family therapy. The course will review the evolution of the classic systems theories as well as the historical development of the field of family therapy. Several approaches will be studied including Strategic, Structural, Bowenian, Contextual, Experiential and Cognitive-Behavioral. The examination of each model will include major figures in its theoretical development, key concepts and fundamental techniques of assessment and intervention. These models can be used in therapy with individuals, couples and families. Students will be encouraged to critique these models with consideration of power/privilege and hierarchy, gender bias and cultural fit.

PSY-662 Integrative Assessment II: Objective Personality 3 Credits
Assessment and Self-Report Measures

Prerequisite: PSY-661. 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-663 Integrative Assessment III: Performance- Based 3 Credits
Personality Assessment

Prerequisites: PSY-661, PSY-662. 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

MAF-663 **Family Therapy: Theory and Techniques** **3 Credits**
Prerequisites: MAF-650, MAF-651, MAF – 662. This is an advanced MAF course on the theory and application of systems models to family therapy. It offers an in-depth understanding of several models for assessing, conceptualizing, treatment planning and intervening with families. There is an emphasis on the application of family therapy techniques including theoretical analysis, intervention selection and role-playing of interventions. The course also will explore special topic areas common to contemporary families. Students will be encouraged to examine self-of-the-therapist factors including the personal fit of each theory and varied clinical populations. This course has a required lab.

MAF-667/669 **MAF Practicum Seminar I, II & III** **3 Credits each term**
Prerequisite: Concurrent with Marriage and Family Practica (MAF-664, MAF-665, PCO-610). 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

MAF-670 **Family Therapy with Children and Adolescents** **3 Credits**
Prerequisite: MAF-662. This MAF elective course provides students with an in-depth understanding of working with children and adolescents in the context of the family. The course will draw from the spectrum of family therapy models as well as play therapy to strengthen parent functioning and to address the emotional, behavioral and relational symptoms of children and adolescents. Treatment for serious behavioral issues, such as acting out, eating disorders or abuse, will be introduced. The vital clinical skills of assessment, case conceptualization, treatment planning and intervention based on these models are the core MFT competencies addressed by this class.

PSYD-670 **Psychodynamic Approaches to Intervention** **3 Credits**
(Vancouver Campus)
This course provides a comprehensive overview of psychoanalytic theory and its practical applications to the treatment of psychological disorders. Students develop a thorough understanding of the basic therapeutic techniques used in psychodynamic therapy. Case examples are presented through video clips and the written language to illustrate how techniques are applied with various populations and with various presenting problems. Practical applications of psychodynamic theories that take into account the influence of gender, race, culture, and sexual orientation are explored.

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-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.

PSYD-675 **Structural and Sociocultural Bases of Health and Dysfunction (Vancouver Campus)** **3 Credits**

Traditionally, psychologists and counsellors work within circumscribed clinical contexts within which mental health issues are deemed functions of individual pathology. However, many mental health issues are symptomatic of larger structural or systemic phenomena that characterize the context in which people live and over which they have limited control (e.g., public policy, institutional practices and behaviours, and large macro-trends). Therefore, effective clinical intervention and problem-solving requires an ability to see, analyze and understand these phenomena, and to develop appropriate remedial responses.

PCO-676 **Global and Cross-Cultural Perspectives on Health and Dysfunction** **3 Credits**

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

PSY-677 **Issues in Religion and Spirituality – Theory and Therapy** **3 Credits**

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

MACD-678 **Ethics and Social Responsibility for Community Psychology (Vancouver Campus)** **3 Credits**

This course is designed to provide students with a solid foundation for ethical practice and social responsibility in community settings. The course invites students to reflect upon their vision of ethical practice as socially responsible practitioners, as well as to support others in that process. The in-class conversations will ask students to join insights from personal/professional experience with concepts from ethical theories to recognize the moral dimensions of building ethical communities. Students will be asked to make and justify professional judgments on community practice issues that have ethical and moral dimensions, and appreciate the different perspectives that other people bring to conversations on moral issues. Students will learn to apply ethical and socially responsible skills to current issues as practitioners, activists and consultants in their fields of practice.

PSY-678 **Clinical Issues and Interventions with Sexual Orientation and Gender Identity Minorities** **3 Credits**

Prerequisite: PCO-623. This course explores mental health and substance abuse problems prevalent with sexual orientation minorities and gender non-conforming people paying close attention to those most underserved and underrepresented. The course focus is on skill building case conceptualization and clinical intervention

techniques for working with this population, as well as addressing the impact of oppressive systems on health and dysfunction. Providing supervision around sexual orientation and gender variance in training will also be addressed.

MAC-679 Counseling Multicultural and Marginalized Communities 3 Credits

This course seeks to provide an understanding of issues and trends in a diverse society. This course will critically examine issues associated with multicultural trends including characteristics and concerns of diversity. It will explore attitudes and behaviors based on age, gender, race/ethnicity, disability status, sexual orientation, religious affiliation, and socioeconomic status. Finally, the course will stimulate critical and analytical skills with respect to prevailing and alternative paradigms of mental health, as well as sharpen students' applications in multicultural and diverse practice.

MASH-680 MASH Counseling Practicum Internship and Seminar 2 Credits

Using a peer consultation model, this 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 practicum 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 and sport & health psychology services. In addition, field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

PSYD-680 Supervision and Consultation (Vancouver Campus) 3 Credits

This course, intended to occur late in the doctoral curriculum, 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.

MASH-681 Sport and Health Externship and Seminar 1 Credit

Prerequisite: MASH-680. Externship field placement includes delivery of sport & health psychology services under the supervision and mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CC-AASP). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport & health psychology and professional development.

MASH-682 MASH Counseling Internship and Seminar 2 Credits

Prerequisite MASH-680. Using a peer consultation model, seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned to during internship 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 and sport & health psychology services. In addition, this field training experience will provide students with the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

MASH-683 Sport and Health Externship and Seminar II 1 Credit

Prerequisite MASH-680. The second term of externship field placement includes delivery of sport & health psychology services under the supervision and mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CC-AASP). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport & health psychology and professional development.

PSY-684 Systemic Interventions with Children and Adolescents 3 Credits

Prerequisites: PCO-623 and PSY-644. This course will focus on systemic interventions in addressing the needs of traumatized and disadvantaged children. Areas of emphasis will include trauma and children, behavioral and learning problems associated with conditions of disadvantage and traumatizing environments, diversity issues, advocacy, negotiating social service, and educational systems that deal with children. **** (Required Course for Child and Adolescent Psychology Track, Satisfies program requirements as a General or Basic Intervention Elective)**

MASH-684 **MASH Counseling Internship and Seminar II** **2 Credits**
Using a peer consultation model, seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned to during internship 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 and sport & health psychology services. In addition students will (1) present a case including an audiotape and an analysis of key interchanges within the session presented; (2) a written case conceptualization and treatment plan, integration of research with the clinical case, and an examination of social issues pertinent to the clinical case; (3) an oral presentation of the case which 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. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

MASH-685 **Sport and Health Externship and Seminar Continued** **1 Credit**
Prerequisite: MASH-685. The continuation of externship field placement includes delivery of sport & health psychology services under the supervision and mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CC-AASP). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport & health psychology and professional development.

MASH-686 **Advanced Sport Psychology Externship & Seminar** **1 Credit**
Prerequisites: MASH-539, MASH-533, MASH-532. This seminar provides students with an opportunity to discuss their professional development and the mentorship experience while engaged in externship training. Students discuss specific cases from their externship sites in order to illustrate the general principles of sport psychology, performance enhancement, and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical sport psychology services. This advanced sport psychology externship will involve training experiences directly related to sport and health psychology and is designed for graduates who wish to receive post-master's AASP hours. 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 and internship experiences. This externship will consist of a minimum of 300 hours, 75 must be direct client contact and 30 must be supervised by an AASP certified consultant (CC-AASP). Graduates of Adler's Sport & Health Psychology specialization are eligible to take this course.

PSY-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)

PSYD-690 **Psychopharmacology (Vancouver Campus)** **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 course PSYD-636. This course may be taken concurrently with course PSYD-636, students choosing to do so are advised that additional self-study will most likely be required.

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.

PSYD-692 **The Role of the Psychologist in Management, Administration and Leadership (Vancouver Campus)** **3 Credits**
This course will focus on preparing students to assume administrative and management roles in behavioral health care management, public administration, academic programs and other settings. It is intended to provide a foundation of motivation and understanding for leadership development by offering theoretical background, practical information, and an opportunity for role modeling that will permit the student to begin or continue the career-long development of their organizational leadership skills. It includes those skills necessary for the psychologists' own professional growth, development, and success, as the means of assuring the highest quality management of the system that they are part of within behavioral health care or human services systems. Theories and practices of good and socially responsible organizational leadership and emphasis on its applications will form a focus of the class.

CMHC-693 **Clinical Mental Health Counseling Practicum and Seminar** **2 Credits**
CHMC Practicum provides a forum for students to attain supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum requires students to complete 100 hours field training in a clinical mental health setting including attaining 40 direct hours through both individual and group counseling. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Students discuss and present cases to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. Practicum seminar also provides peer support and consultation. Counseling Practicum is a pre-requisite for Counseling Internship (CMHC 694).

CMHC-694 **CMHC Internship and Seminar I** **2 Credits**
Prerequisite: CMHC-693. Following student's completion of practicum, internship is a supervised "capstone" clinical experience in which the student refines basic counseling, and integrates and authenticates professional knowledge and skills appropriate to the clinical mental health counseling settings, and initial postgraduate professional placement. At this stage, students are to complete the 600 hours of field training, including 240 direct counseling hours, in a clinical mental health setting. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.

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.

CMHC-698 **CMHC Internship and Seminar II** **2 Credits**
Prerequisite: CMHC-694. This is a continuation of students' internship experience with the goal to complete the 600 hours requirement. In the conclusion of both practicum and internship, students should be able to demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. The seminar will continue to provide support, peer consultation opportunities, and group supervision for the student interns.

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
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
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
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)

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)

PSY-710 Adlerian Therapy I: Intro to Assessment and Case Conceptualization 3 Credits
This course covers the theoretical principles of Individual Psychology including striving, holism, phenomenology, teleology and community feeling. The course addresses the cognitive, affective, socio-cultural dimensions of the individual's development; the selectivity of perception in the formation of one's world view; motivational factors; creativity and the indivisibility of the person. This course introduces how Adlerian practitioners build and maintain relationships while teaching Adlerian projective and objective measures. Family constellation, life tasks, early recollections and dreams and other aspect of the life-style will be taught. Outcome assessments will also be reviewed.

- PSY-711 Adlerian Therapy II: Psychodynamics of Psychopathology 3 Credits**
and Interventions
 Adlerian II explores the psychodynamics of psychopathology and development and maintenance of symptoms given the recursive influence between society and the individual. Students will learn to connect the Adlerian conceptualization of psychopathology to the practical application of Adlerian approaches to psychotherapy. Emphasis is placed on the roles of the therapist and the client throughout the four stages of Adlerian therapy. Focus is on interventions that are congruent with the theoretical assumptions and empirically supported practice toward comprehensive, culture specific treatment planning.
- PSYD-711/713 Assessment Practicum Seminar I-III 1 Credit per term**
 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.
- PSYD-714/716 Therapy Practicum I-III 1 Credit per term**
 Concurrent with practicum field experiences, the practicum seminar enhances the integration of theoretical and academic perspectives within clinical counselling practice and conceptualization. Various topics and clinical experiences are analyzed and discussed through class discussion, case presentation and role playing. This seminar runs concurrent with your therapy practicum training, and may not be transferred or waived.
- PSY-720 Cognitive-Behavioral Therapy Approaches 3 Credits**
 This course will examine basic concepts and applications of cognitive, behavioral, and cognitive-behavioral theories and therapies within the historical context of the prominent theories. Students will be introduced to theory, basic techniques, and evidence-based applications of various models. The course will cover theoretical conceptualization and the basic application of therapeutic interventions and techniques. The focus will be on: classical and operant learning, two-factor theory, cognitive, cognitive-behavioral, and social-cognitive theories and therapies. Theorists include: Watson, Thorndike, Pavlov, Skinner, Kelly, Mowrer, Beck, Meichenbaum, Foa, Young, Lazarus, Ellis, and Bandura. Topics such as classical and operant conditioning, operant procedures, reinforcement contingencies, extinction, social reinforcement, token economies and their applications, progressive muscle relaxation, in-vivo and covert systematic desensitization, in-vivo and covert exposure, flooding, behavioral assessment, cognitive restructuring, skills training, self-instructional training and other behavior therapy techniques will be discussed. Cognitive processes that may negatively impact human function also will be learned, as well as their applications to normal and abnormal behavior in diverse cultural populations. Special consideration will be given to ethnic, cultural, and individual differences.
- PSY-720 Neuropsychological Assessment I 3 Credits**
Prerequisites: PSY-627, PSY-628, PSY-624, PSY 636, PSY-648, and PSY-649. 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)
- PSY-721 Neuropsychological Assessment II 3 Credits**
Prerequisite: PSY-720. This course is a continuation of PSY-720 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-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)

PSY-722/PSY-724/ PSY-730 Practicum Seminar in Neuropsychology I, II & III 1 Credit per term

Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, PSY-723. Concurrent with PSY-726 and PSY-727, and PSY-729. 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.

PSY-723 Neuropsychological Assessment III 3 Credits

Prerequisite: PSY-721. This course is a continuation of PSY-720 and PSY-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)

PSY-724 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-725 Neuropsychological Intervention Techniques 3 Credits

Prerequisite: PSY-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.

PSY-726/PSY-727/ PSY-729 Neuropsychology Practicum 1 Credit per term

Prerequisites: PSY-723, PSY-752, PSY-762, PSY-852, PSY-862. Concurrent with PSY-722 PSY-724, and PSY-730, 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.

PSY-728 Pediatric Neuropsychological Assessment 3 Credits

Prerequisite: PSY-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-661, PSY-662, PSY-663. 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 Assessment and Intervention in Behavioral Medicine I 3 Credits

Prerequisites: PSY-737, PSY-720. The focus of the course is management of mild to moderate disease, disease prevention, and positive health behaviors (e.g., smoking cessation, dietary change, exercise, insomnia, health compromising behaviors, and wellness). Illustrative interventions will involve disorders that integrate wellness interventions, such as hypertension, diabetes, and somatoform disorders. Assessment using common behavioral medicine instrumentation will be covered. Experiential learning will be incorporated into this course in order to deepen the student's understanding of the perspective of the patient. ******(Required course for Primary Care Psychology Concentration. Satisfies program requirement as a Basic Intervention Elective)

PSY-736 Assessment and Intervention in Behavioral Medicine II 3 Credits

Prerequisites: PSY-735. This course focuses on coping with acute and chronic disease states, in which disease/disability, rather than lifestyle/prevention, dominates. The disease or disability is sufficiently severe to require major behavioral changes, and, often, changes in personal identity. Theories applied in the class are the biopsychosocial model and CBT. Advanced assessment, including pre-surgical evaluation and pain assessment, will be covered. There will be an emphasis on science and practice, including critical evaluation of evidence-based practice, and translation research. ******(Required course for Primary Care Psychology Concentration. Satisfies program requirement as an advanced Intervention Elective) ******(Required course for Primary Care Psychology Concentration)

PSY-737 Statistics 3 Credits

Prerequisite: PSY-738 . 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.

PSY-738 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-739 Mindfulness Based Interventions 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-743/PSY-748 Doctoral Internship-Half Time 0 Credits

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760-762, 860-862 and permission of the Director of I 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 assists students in identifying appropriate sites for internships. Students enroll beginning in fall semester. (Students must enroll six consecutive times.)

PSY-750/PSY-752 Doctoral Practicum Seminar I-III 1 Credit per term
Prerequisite: Concurrent with PSY-760-PSY-762. Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing, to formulate DSM diagnostic impressions, to write an accurate assessment report based on data from the interview, mental status exam, psychological test data, 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-757 Child and Adolescent Psychotherapy 3 Credits
Prerequisites: 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.

PSY-760/PSY-762 Doctoral Practicum I-III 1 Credit per term
Prerequisites: Completion of a minimum of 31 credit hours of coursework including PCO-210, PSY-655-658, PCO-402, PCO-472, PSY-645, PSY-623, PSY-663, PSY-661, PSY-662, PCO-641, PSY-648 and PSY-649; permission of the Director of Training ; Concurrent with Assessment Seminar (750-752). 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-770 Advanced Group Interventions: Conflict Resolution 3 Credits
Prerequisite: PSY-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.

PSY-771 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-772 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-773 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)

PSY-783 Advanced Child and Adolescent Assessment 3 Credits
Prerequisites: PSY-623, PSY-661, and PSY-662. This course presents a structured approach to the psychological assessment of children and adolescents, including advanced issues in interviewing children and adolescents, conducting mental status examinations with young clients, and evaluating cognitive, social, and emotional functioning in children and adolescents. Standard measures of intelligence and achievement will be

- PSY-808** **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)
- 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 program, and the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment.
- PSY-822** **Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention** **3 Credits**
 This course covers the psychological theories, cultural responses, individual and family system reactions, and treatment relevant to individuals facing death, dying, life-threatening illness, bereavement, other losses, and long-term care giving. Students will learn about the range of events associated with these experiences across the lifespan, the major risk factors for emotional, cognitive, behavioral, social, and spiritual dysfunction, cultural factors that exacerbate or ameliorate dysfunction, and research-supported approaches to treatment. The awareness and effective management of the clinician's emotional and countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization will be emphasized.
- PSY-832** **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-834** **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.
- PSY-835** **Social Determinants of Mental Health** **3 Credits**
 This is an advanced course for understanding human behavior in social context. It will provide an understanding of the ways in which contemporary social forces, including globalization, impact health and wellbeing. The course will highlight how social and cultural values, legislation, public policy, and institutional practices, shape the environments that impact health outcomes. It will highlight the complementary roles of structural and clinical interventions in the promotion of health and wellbeing, and in narrowing inequities. It will also provide

practitioners with concrete ideas about how to act on the social determinants in ways that promote the health of the most vulnerable and marginalized populations.

PSY-837 Multivariate Data Analysis 3 Credits
Prerequisites: PSY-738 and PSY-737. This course further develops core skills in statistics by helping students learn the theoretical bases and clinically-relevant applications of additional data analysis methods. Specific topics include inferential models commonly used in behavioral research, such as data organization and cleaning, multiple linear regression, analysis of covariance (ANCOVA), multivariate analysis of variance models (MANOVA), discriminant function analysis, logistic regression and factor analysis. Particular attention is given to the application of research methodology to psychological problems and issues of policy analysis and formulation.

PSY-840 Torture Survivor Well-Being: Theory and Foundation for 3 Credits
Community-Based Advocacy
This course focuses on developing a foundation for understanding and working with the unique needs of immigrant torture survivors in the U.S. The Adler School and Heartland Alliance Marjorie Kovler Center are working together to create this class. Students will develop an increased understanding of survivor's challenges and resiliency, and learn skills in community-based interventions that enhance survivors' physical and mental health. This class does not utilize clinical interventions, but instead, focuses on ecological approaches to well-being. Students will also gain knowledge to understand torture as a form of trauma; learn how to develop empowerment approaches to client community education; and understand a psychological sense of community among survivors. This course is a general elective.

PSY-841 Torture Survivor Well-Being: Community-Based Advocacy 3 Credits
This class has three (3) components: A group learning circle, group supervision with the instructors and a student-torture survivor partnership. The learning circles occur weekly, usually at the Kovler Center (in Rogers Park off the Red Line). Each meeting is approximately two (2) hours and includes survivor participants and students. Learning circles begin with cultural exchange, which provides a forum for survivors and students to learn from each other through discussions. Weekly group supervision sessions will be conducted by the course instructors immediately prior to or following the Learning Circles. In addition to this group experience, students and survivor participants will work in pairs. This component of the course is based on a Community Advocacy model. The students spend weekly time (outside of the Learning Circles) advocating for and transferring advocacy skills to their survivor partner to mobilize community resources based on unmet needs identified by the survivor. Students and survivors will both learn from and teach each other. Through these processes, survivors' cultures, experiences and knowledge are valued and utilized in the promotion of their well-being.

PSY-850/PSY-852 Doctoral Practicum Seminar IV-VI 1 Credit per term
Prerequisites: PSY-760-PSY-762; PSY-750-PSY-752. Concurrent with PSY-860 – PSY-862. Taken concurrently with the therapy practicum, this seminar provides students with an opportunity to review clinical cases integrating theory, practice, and research, and 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-860/PSY-862 Doctoral Practicum IV – VI 1 Credit per term
Prerequisites: Doctoral Assessment Practicum (PSY-760 – PSY-762) and seminars (PSY-750 – PSY-752). Concurrent with Therapy Seminar (PSY-850 – PSY-852). 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-870 International Immersion and Cross-Cultural Studies 3 Credits
Prerequisite: PCO-641. This course will provide doctoral students with a cultural immersion experience outside of the United States. Students will be engaged in a non-clinical service learning program for a limited period of time. The course will teach students to examine and critically think about the impact of systemic and structural barriers on health and well-being issues abroad. This will enhance students' professional values and their preparation for multicultural clinical practice.

PSY-871 International Consultation on Women's Issues 3 Credits
Prerequisites: PSY-659 and PCO-641. This course will examine the social, medical, economic and psychological oppression of women from a global perspective. Students will work in small groups on selected topics to identify strategies empowering interventions for women. They will collaborate with multidisciplinary teams to develop preventive and intervention programs that will result in models for demonstration projects. The course will focus on integrating applied research and multicultural intervention strategies that integrate multidisciplinary perspectives and systemic conceptualizations of women's health.

PSY-873 Special Topics in Diversity 3 Credits
Prerequisites: PSY-738 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-890 Doctoral Clinical Qualifying Examination – Intervention Competency 0 Credits
Prerequisite: Successful completion of PSY-790, enrollment in PSY-850/PSY-860. 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.

PSY-896 Doctoral Dissertation Preparation Seminar 0 Credits
Prerequisites: PSY-738, PSY-737. 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-897 Doctoral Dissertation Proposal 0 Credits
Prerequisites: PSY-738, PSY-737, and PSY-896. 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.

PSY-901/PSY-903 Doctoral Dissertation I-III 0 Credits
Prerequisite: PSY-896, PSY-897. 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.

MAC-906 Community Engagement Project 3 Credits
This course is only for students enrolled in degree programs that are designed as fully online or blended (online and face-to-face) curriculums. . 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 Community Engagement to identify potential projects in the semester prior to the initiation of their placement. Projects may include activities related to social action, outreach, programming, development, and needs assessment. May not be transferred or waived, unless the student completed the Community Service Practicum.

PSY-910 Supervision and Management 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-912 Psychopharmacology 2/3 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)

PSY-920/PSY-922 Doctoral Internship-Full Time 0 Credits
Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY 760-762, 860-862 and permission of the Director of 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 assists students in identifying appropriate sites for internships. Students enroll beginning in the fall semester. (Students must enroll three consecutive times.)

PSY-950/PSY-951 Advanced Practicum Seminar I-II 1 Credit per term
Prerequisites: PSY-760-762, PSY-860-862, Concurrent with Advanced Practicum (PSY-960-PSY-961). Taken concurrently with advanced practicum, this seminar provides students with an opportunity to review clinical cases integrating theory, practice, and research, and discuss professional development and the supervision experience. This seminar also provides students with opportunities to prepare for future professional development through discussion of internship and postdoctoral preparation, professional licensure, and job seeking. Specific cases students are working on in their practicum placement 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.

PSY-960/PSY-961 Advanced Practicum I – II 1 Credit per term
Prerequisites: PSY-760-762,-PSY-860-862, Concurrent with Advanced Practicum Seminar (PSY-950 – PSY-

951). 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.

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.

MAC-995 **Master's Clinical Qualifying Examination** **0 Credits**
MACF-995
MACR-995
MAF-995
MAG-995
MAO-995
MAT-995
MASH-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.

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 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.

Chicago

CORE FACULTY

Josefina Alvarez, Ph.D.

Robert Baker, Psy.D

Christine Bard, Ph.D., Program Director of MACR Program

Dan Barnes, Ph.D., Director, Adler Community Health Services and Core Faculty

Katy Barrington, Ph.D.

Geoff Bathje, Ph.D.

Peter Battista, Psy.D, Associate Director of Doctoral Training

Mark Bilkey, Psy.D.

Neil Bockian, Ph.D., Coordinator of Doctoral Concentration in Primary Care Psychology

Lyuba Bobova, Ph.D.

Frances Brady, M.A., Public Services Librarian

Heather Cannon, MLIS, Technical Services Librarian

Paul Cantz, Psy.D, Associate Director of Doctoral Training

Leeja Carter, M.A.

David Castro-Blanco, Ph.D.

Tsui-Yee Chow, Ed.D., Chair, Counseling Department

Kerry Cochrane, M.A., M.S.W., L.C.S.W., Director of Library Services

Jay Colker, D.M.

Daniel Cooper, M.S., Assistant Director of the Institute on Public Safety and Social Justice

Cristina Cox, Ph.D.

Douglas Craig, Psy.D

Larry Cull, Psy.D

Raymond Crossman, Ph.D., President

Mary O'Connor Drout, Ph.D.

Vida Dyson, Ph.D.

Lariza Fenner, M.S., A.T.R., M.A.T.

James Matthew Finn ,Psy.D
Paul Fitzgerald, Psy.D, Director of Master's Training
Grady Garner, Ph.D., Coordinator of Doctoral Track in Military Psychology
Michael Gold, Psy.D, Program Director MIO
Sonali Gupta, Psy.D.
Cadmona Hall, Ph.D.
Robert (Uri) Heller, Ph.D.
Janna Henning, J.D., Psy.D, C.T., B.C.E.T.S., Coordinator of the Doctoral Concentration in
Traumatic Stress Psychology
Christina Jackson-Bailey, Ph.D.
Kevin Lamarr James, Ph.D., Director of Community Engagement
Peter Ji, Ph.D.
Monique Jimenez, Psy.D, Associate Chair, Clinical Psychology Department
Leigh Johnson-Migalski, Psy.D., Coordinator of the Doctoral Concentration in Advanced Adlerian Psychotherapy
Rachel Johnston, Ph.D., Criminology Program Director
Sandra Kakacek, Ed.D.
David Katz, Ph.D. Chair, Clinical Psychology Department
Michele Kerulis, Ph.D., LCPC, Director, M.A. in Sport and Health Psychology Program
Mark J. Killmer, Psy.D. Chair, Couples and Family Therapy Department
Eunice Kim, Psy.D. Director of Doctoral Training
Karen Koch, Psy.D, M.A., HSPP, Program Director of the Counseling-Forensic Specialization Program
Jennifer LaCivita, Psy.D, Chair, Art Therapy Department
Peter Liu, Ph.D., C. Psych., Program Director of the MAO Program
Georgios Lampropoulos, Psy.D.
Catherine McNeilly, Psy.D, CADC
Steven Migalski, Psy.D.
Nataka Moore, Psy.D
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Ileana Ungureanu, MD, Ph.D.
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Valerie Werner, Ph.D., Program Director, Public Policy and Administration
Jerry Westermeyer, Ph.D.
Douglas Whiteside, Ph. D., Coordinator of Doctoral Concentration in Neuropsychology
Isha Williams, M.A.
Camille Williamson, AM, Associate Director of Community Engagement
Amy Zavada, Ph.D.

Vancouver

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Melody Sousa, Registrar/Manager of Campus Operations
Michelle Vezina, Receptionist/ Faculty Assistant
Jennifer Van Wyck, MACD/MAOP Training Coordinator

Academic Calendar

Event	Date	Comments
Chicago Psy.D. New Student Orientation	Tuesday, August 27, 2013	8:30 AM - 3:30 PM at the Chicago Cultural Center
Chicago M.A. New Student Orientation	Wednesday, August 28, 2013	8:30 AM - 3:30 PM at the Chicago Cultural Center
International Student Orientation	Thursday, August 29, 2013	12:00 PM - 4:00 PM at the Chicago Campus
Campus Resources and Program Specific Information	Friday, August 30, 2013	9:00 AM - 3:30 PM at the Chicago Campus
Labor Day	Monday, September 2, 2013	Chicago/Vancouver Campus Holiday
Fall Semester Begins (Chicago and Online Campuses)	Tuesday, September 3, 2013	Chicago/Online Campus
Drop Fee Begins (Chicago and Online Campuses)	Tuesday, September 3, 2013	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on September 3, 2013. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Add/Drop Period - 100% Refund **ALL CLASSES** (Chicago and Online Campuses)	Tuesday, September 3, 2013 - Monday, September 9, 2013	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Monday, September 9, 2013. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Fall Semester Begins (Vancouver Campus)	Friday, September 6, 2013	Vancouver Campus
Blended MAC Residency	Saturday, September 7, 2013	Chicago Campus
Blended MAC Residency	Sunday, September 8, 2013	Chicago Campus

Event	Date	Comments
Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago and Online Campuses)	Tuesday, September 10, 2013 - Monday, September 16, 2013	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Monday, September 16, 2013. After this date, students can only withdraw from a class with a "W" grade. Please see the academic calendar for the deadline and criteria for "W" grades. Students cannot add classes to their schedule beyond this date. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Drop/Add Period - Final Day (Chicago and Online Campuses)	Monday, September 16, 2013	Last day to add and drop classes for Fall 2013. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Degree Completion & Graduation Application due for Spring 2014 Degree Completers (Chicago and Online Campuses)	Friday, October 4, 2013	<p>Applications are due for students who will complete degree requirements during the Spring 2014 term. This date is also applicable to Psy.D. students who have earned an MA along the way. Please note, students who wish to participate in the 2014 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2014 term, August 18, 2014.</p> <p>Doctoral students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2014. Psy.D. students who will complete their dissertation and/or internship requirements after the term ends on August 18, 2014, but on or before August 31, 2014 should submit their application by Friday, February 7, 2014. Applications submitted after this date must be accompanied with the \$50.00 late fee. Please see the graduation application for complete details. The application and fee are required for all students to complete their program enrollment, regardless of participation in the commencement ceremony.</p>
Explorers Day	Monday, October 14, 2013	Chicago Campus Holiday
Thanksgiving Day	Monday, October 14, 2013	Vancouver Campus Holiday

Event	Date	Comments
Homecoming	TBA	TBA at the Chicago Campus
Commencement Ceremony	Sunday, October 20, 2013	Please see website for current information (http://www.adler.edu/commencement).
Deadline to withdraw from a course with a "W" grade (Chicago and Online Campuses)	Sunday, October 27, 2013	Requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on Sunday, October 27, 2013. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. <i>Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.</i>
Spring 2014 Registration (Chicago and Online Campuses)	Monday, October 28, 2013 - Sunday, November 10, 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 Sunday, November 10, 2013.
Remembrance Day Observed	Monday, November 11, 2013	Vancouver Campus Holiday
Spring 2014 Late Registration (Chicago and Online Campuses)	Monday, November 11, 2013	Students registering for the first time as of 12:00 AM CST on Monday, November 11, 2013 will be assessed the late registration fee.
Thanksgiving	Thursday, November 28, 2013	Chicago Campus Holiday
Day After Thanksgiving	Friday, November 29, 2013	Chicago Campus Holiday
Fall Semester Ends (Chicago and Online Campuses)	Monday, December 16, 2013	(Chicago and Online Campuses)
Fall Semester Ends (Vancouver Campus)	Wednesday, December 18, 2013	Vancouver Campus
Christmas Eve Observed	Tuesday, December 24, 2013	Chicago Campus Holiday
Christmas Day Observed	Wednesday, December 25, 2013	Chicago/Vancouver Holiday
Boxing Day Observed	Thursday, December 26, 2013	Vancouver Holiday

Event	Date	Comments
New Year's Day Observed	Wednesday, January 1, 2014	Chicago/Vancouver Holiday
Spring Semester Begins (Chicago and Online Campuses)	Monday, January 6, 2014	(Chicago and Online Campuses)
Spring Semester Begins (Vancouver Campus)	Monday, January 6, 2014	Vancouver Campus
Drop Fee Begins (Chicago and Online Campuses)	Monday, January 6, 2014	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, January 6, 2014. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Add/Drop Period - 100% Refund **ALL CLASSES** (Chicago and Online Campuses)	Monday, January 6, 2014 - Sunday, January 12, 2014	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 12, 2014. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Blended MAC Residency	Saturday, January 11, 2014	Chicago Campus
Blended MAC Residency	Sunday, January 12, 2014	Chicago Campus
Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago and Online Campuses)	Monday, January 13, 2014 - Sunday January 19, 2014	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 19, 2014. After this date, students can only withdraw from a class with a "W" grade. Please see the academic calendar for the deadline and criteria for "W" grades. Students cannot add classes to their schedule beyond this date.
Add/Drop Period - Final Day (Chicago and Online Campuses)	Sunday, January 19, 2014	Last day to add and drop classes for Spring 2014. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Martin Luther King Jr. Holiday	Monday, January 20, 2014	Chicago Campus Holiday

Event	Date	Comments
Degree Completion & Graduation Application due for Summer 2014 Degree Completers (Chicago Campus)	Friday, February 7, 2014	Applications are due for students who will complete degree requirements during the Summer 2014 term. This date is also applicable to Psy.D. students who have earned an MA along the way. Please note, students who wish to participate in the 2014 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2014 term, August 18, 2014. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2014. Psy.D. students who will complete their dissertation and/or internship requirements after the term ends on August 18, 2014, but on or before August 31, 2014 should submit their application by Friday, February 7, 2014. Applications submitted after this date must be accompanied with the \$50.00 late fee. Please see the graduation application for complete details. The application and fee are mandatory regardless if you attend the commencement ceremony. Failure to submit the application and fee may result in you being withdrawn from the program without your degree being conferred.
Family Day	Monday, February 10, 2014	Vancouver Campus Holiday
President's Day	Monday, February 17, 2014	Chicago Campus Holiday
Deadline to withdraw from a course with a "W" grade (Chicago Campus)	Sunday, March 2, 2014	Requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on March 2, 2014. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. <i>Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.</i>
Summer 2014 Registration (Chicago and Online Campuses)	Monday, March 3, 2014 - Sunday, March 16, 2014	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 Sunday, March 16, 2014.

Event	Date	Comments
Summer 2014 Late Registration (Chicago and Online Campuses)	Monday, March 17, 2014	Students registering for the first time as of 12:00 AM on Monday, March 17, 2014 will be assessed the late registration fee.
Spring Semester Ends (Vancouver Campus)	Thursday, April 17, 2014	Vancouver Campus
Good Friday	Friday, April 18, 2014	Chicago/Vancouver Holiday
Spring Semester Ends (Chicago and Online Campuses)	Monday, April 21, 2014	Chicago and Online Campuses
Easter Monday	Monday, April 21, 2014	Vancouver Campus Holiday
Summer Semester Begins (Vancouver Campus)	Thursday, May 1, 2014	Vancouver Campus
Summer Semester Begins (Chicago and Online Campuses)	Monday, May 5, 2014	Chicago and Online Campuses
Summer I Session Begins (Chicago Campus)	Monday, May 5, 2014	Chicago and Online Campuses
Drop Fee Begins (Chicago and Online Campuses)	Monday, May 5, 2014	In order to avoid being assessed the drop fee, <u>ALL</u> Summer courses (Summer, Summer I, and Summer II) must be dropped via WebAdvisor before 12:00 AM CST on Monday, May 5, 2014. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Add/Drop Period - 100% Refund **ALL COURSES** - Summer, Summer I, & Summer II Session courses** (Chicago and Online Campuses)	Monday, May 5, 2014 - Sunday, May 11, 2014	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 11, 2014. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.

Event	Date	Comments
Add/Drop Period - 50% Refund **ALL COURSES** - Summer, Summer I, & Summer II Session courses** (Chicago and Online Campuses)	Monday, May 12, 2014 - Sunday, May 18, 2014	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 18, 2014. After this date, students can only withdraw from a class with a "W" grade. Please see the academic calendar for the deadline and criteria for "W" grades. Summer II session courses may be added up until the start date of the course (payment arrangements need to be secured prior to registration). Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Blended MAC Residency	Saturday, May 17, 2014	Chicago Campus
Blended MAC Residency	Sunday, May 18, 2014	Chicago Campus
Add/Drop Period - Final Day (Summer and Summer I Session) (Chicago and Online Campuses)	Sunday, May 18, 2014	Last day to add and drop classes for Summer and Summer I session 2014; last day to drop classes for Summer II session 2014. Summer II session classes may be added up until the start date of the course (payment arrangements need to be secured prior to registration). Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Victoria Day	Monday, May 19, 2014	Vancouver Campus Holiday
Memorial Day	Monday, May 26, 2014	Chicago Campus Holiday

Event	Date	Comments
Degree Completion & Graduation Application Due for Fall 2014 Degree Completers (Chicago and Online Campuses)	Friday, June 6, 2014	Applications are due for students who will complete degree requirements during the Fall 2014 term. Applications submitted after this date must be accompanied with the \$50.00 late fee. Students who wish to participate in the 2015 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2015 term, August 17, 2015. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2015. Psy.D. students who will complete their dissertation and/or internship requirements after the term ends on August 17, 2015, but on or before August 31, 2015 should submit their application by Friday, February 6, 2015. Please see the graduation application for complete details. The application and fee are mandatory regardless if you attend the commencement ceremony. Failure to submit the application and fee may result in you being withdrawn from the program without your degree being conferred.
Deadline to withdraw from a Summer I Session courses with a "W" grade (Chicago and Online Campuses)	Sunday, June 8, 2014	Requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on June 8, 2014. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.
Fall 2014 Registration (Chicago and Online Campuses)	Monday, June 9, 2014 - Sunday, June 22, 2014	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 Sunday, June 22, 2014.
Fall 2014 Late Registration (Chicago and Online Campuses)	Monday, June 23, 2014	Students registering for the first time as of 12:00 AM CST on Monday, June 23, 2014 will be assessed the late registration fee.

Event	Date	Comments
Deadline to withdraw with a "W" grade from classes (practicum (<i>not seminar</i>), dissertation (<i>not seminar</i>), internship) that lasts the entire Summer term. (Chicago and Online Campuses)	Sunday, June 29, 2014	Requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on June 29, 2014. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. <i>Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.</i>
Canada Day	Tuesday, July 1, 2014	Vancouver Campus Holiday
Independence Day	Friday, July 4, 2014	Chicago Campus Holiday
Summer I Session Ends (<i>on campus courses</i>) (<i>Chicago Campus</i>)	Sunday, July 6, 2014	Online Summer I session are still in session. Practicum, internship, and dissertation courses may still be in session.
Summer II Session Begins (Chicago Campus)	Monday, July 7, 2014	Chicago and Online Campuses
Summer II Session Courses - Add Deadline (Chicago Campus)	Monday, July 7, 2014 - Sunday, July 13, 2014	Students may add Summer II session classes up until the start date of the course.
Summer I Session Ends (<i>online courses</i>) (<i>Chicago Campus</i>)	Sunday, July 13, 2014	Practicum, internship, and dissertation courses may still be in session.
Deadline to withdraw from Summer II Session courses with a "W" grade (Chicago and Online Campuses)	Sunday, July 27, 2014	Requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on June 27, 2014. If approved, the e-mail will be forwarded to the Office of the Registrar for processing. <i>Students cannot withdraw from a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.</i>
Summer Session Ends (Vancouver Campus)	Wednesday, July 30, 2014	Vancouver Campus
BC Day	Monday, August 4, 2014	Vancouver Campus Holiday
Summer II Session Ends (Chicago Campus)	Monday, August 18, 2014	Chicago and Online Campuses

Event	Date	Comments
Summer Semester Ends (Chicago and Online Campuses)	Monday, August 18, 2014	Chicago and Online Campuses
Labor Day	Monday, September 1, 2014	Chicago/Vancouver Campus Holiday
Fall term begins (Chicago and Online Campuses)	Tuesday, September 2, 2014	Chicago and Online Campuses
Fall term ends (Chicago and Online Campuses)	Monday, December 15, 2014	Chicago and Online Campuses
Spring term begins (Chicago and Online Campuses)	Monday, January 5, 2015	Chicago and Online Campuses
Spring term ends (Chicago and Online Campuses)	Monday, April 20, 2015	Chicago and Online Campuses
Summer term begins (Chicago and Online Campuses)	Monday, May, 4, 2015	Chicago and Online Campuses
Summer I session begins (Chicago Campus)	Monday, May, 4, 2015	Chicago and Online Campuses
Summer I session ends (Chicago Campus)	Sunday, July 5, 2015	Chicago and Online Campuses
Summer II Session Begins (Chicago Campus)	Monday, July 6, 2015	Chicago and Online Campuses
Summer II Session Ends (Chicago Campus)	Monday, August 17, 2015	Chicago and Online Campuses
Summer term ends (Chicago and Online Campuses)	Monday, August 17, 2015	Chicago and Online Campuses
Fall term begins	Tuesday, September 1, 2015	Chicago and Online Campuses
Fall term ends	Monday, December 14, 2015	Chicago and Online Campuses
Spring term begins	Monday, January 4, 2016	Chicago and Online Campuses
Spring term ends	Monday, April 18, 2016	Chicago and Online Campuses
Summer term begins	Monday, May 2, 2016	Chicago and Online Campuses

Event	Date	Comments
Summer I session begins	Monday, May 2, 2016	Chicago and Online Campuses
Summer I session ends	Sunday, July 3, 2016	Chicago and Online Campuses
Summer II session begins	Tuesday, July 5, 2016	Chicago and Online Campuses
Summer II session ends	Monday, August 15, 2016	Chicago and Online Campuses
Summer term ends	Monday, August 15, 2016	Chicago and Online Campuses

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