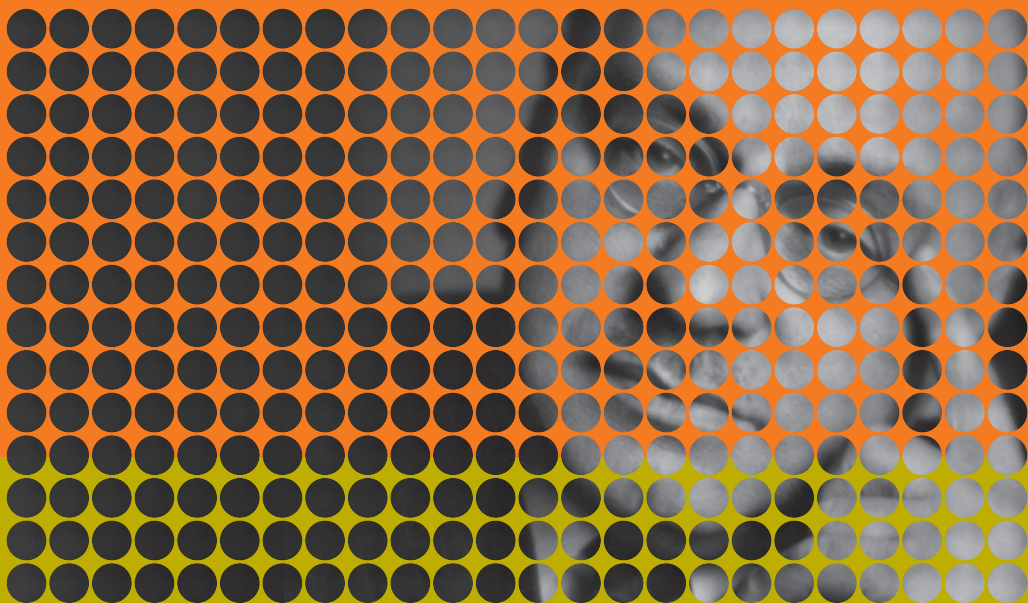


Adler University

COURSE CATALOG 2014-2015





Adler University

CHICAGO CAMPUS
17 North Dearborn Street
Chicago, IL 60602
Phone: 312.662.4000
Fax: 312.662.4099
Email: admissions@adler.edu

VANCOUVER CAMPUS
1090 West Georgia Street, Suite 1200
Vancouver, BC V6E 3V7
Canada
Phone: 604.482.5510
Fax: 604.874.4634
Email: vanadmissions@adler.edu

adler.edu

ACCREDITATION AND APPROVALS

Adler University holds various accreditations, approvals, recognitions, and memberships, including the following:

- Adler University 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; 800.621.7440/312.263.0456; email: info@hlcommission.org; website: ncahlc.org/.
- The Doctoral Program in Clinical Psychology has been accredited by the American Psychological Association (APA) 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; website: 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, D.C., 20002-4242; 800.374.2721/202.336.5979; email: apaaccred@apa.org; website: 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; website: 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; website: nationalregister.org.
- The 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; website: iaodapca.org.
- The Master of Arts in Counseling: Art Therapy degree program is approved by the American Art Therapy Association (AATA). AATA can be reached at 4875 Eisenhower Avenue, Suite 240, Alexandria, Virginia 22304; 888.290.0878; website: arttherapy.org.
- All degree programs offered at Adler University 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; website: gov.bc.ca/aeit.
- Adler University 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; website: ibhe.org.
- Adler University's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
- Adler University is authorized under federal law to enroll eligible international students.
- Adler University 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.
- Adler University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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THE UNIVERSITY: AN OVERVIEW

Adler University 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 Adler University today.

Today, Adler University 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 University's mission-driven curricula have earned national and international recognition.

As the oldest independent psychology school in North America, Adler University 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 University
17 North Dearborn Street
Chicago, IL 60602
312.662.4000
adler.edu

Adler University's Chicago campus is located in the heart of downtown Chicago. The campus boasts LEED Gold Certification for environmental innovation and provides Adler University students with classrooms equipped with state-of-the-art smart technology; a library 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, lakefront 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 University
1090 West Georgia Street
Suite 1200
Vancouver, BC V6E 3V7
Canada
604.482.5510
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 University's Mission

Adler University 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 University 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 Adler University 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 Adler University 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 University 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.

Non-Discrimination and Anti-Harassment Policy and Procedures

POLICY

It is the policy of Adler University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state, or federal law in its employment or its educational settings. The University is committed to maintaining an environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of University employees, students, or others on site by anyone, including any supervisor, co-worker, vendor, client, or student of the University or any third party. Adler University reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination, and/or retaliation in violation of this policy.

PROHIBITED DISCRIMINATION

Examples of discrimination in violation of this policy include treating an employee, student, or other member of the University community differently in the terms and conditions of his or her employment or education, or making decisions about a person's employment, compensation, or education based upon a person's race, marital status, parental status, family relationship status, physical or mental disability, military status, or other protected status.

PROHIBITED HARASSMENT

Examples of harassment in violation of this policy include any behavior (verbal, written, or physical) that has the intent, purpose, or can reasonably be expected to have the effect of abusing, intimidating, victimizing, or demeaning a person based on any protected status identified by this policy or by law so as to interfere with the person's academic or professional performance or advancement, or which creates a hostile educational, working, or living environment for any person based on any protected status identified in this policy or law. Depending on the specific circumstances and impact on the workplace or academic environment, examples of harassment in violation of this policy include, but are not limited to, verbal abuse, offensive innuendo, derogatory comments, or the open display of offensive objects or pictures concerning a person's race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical and mental disability, military status, or other protected status.

1. Sexual Harassment

Adler University takes all forms of prohibited harassment seriously. In addition to the examples of prohibited harassment above, sexual harassment warrants further explanation.

Sexual harassment includes, but is not limited to, any unwelcome sexual advances, direct or indirect, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made or is threatened to be made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in other University activity;
- Submission to or rejection of such conduct by any individual is used or is threatened to be used as a basis for evaluation in making academic or employment decisions affecting that individual; or
- Such conduct has the intent, purpose, or can reasonably be expected to have the effect of interfering with an individual's academic or professional performance or advancement, or creating an intimidating, hostile, or offensive education, living, or working environment.

An extreme form of sexual harassment includes sexual assault. Any person who may experience a sexual assault has the right to pursue all options to address this behavior including processes internal to Adler University as well as any legal and civil options.

To file a complaint of sexual assault, you may contact one of the Title IX coordinators identified in this policy depending on who the complaint is against (student, faculty, staff, or visitor/third party) and you may also get assistance by calling the police (911) and/or by going to a local emergency room. Another non-school resource is the Rape Victim Emergency Assistance Hotline at 1.888.293.3368.

2. Sexual Harassment – Consensual Relationships

Amorous relationships that might be appropriate in other circumstances present serious difficulties within the University Community. Relationships between individuals in inherently unequal positions (such as teacher and student, supervisor and employee) may undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. Consensual romantic or sexual relationships in which one party is in a position to review work or influence the career of the other may provide grounds for complaint when that relationship gives

undue access or advantage to, restricts opportunities of, or creates a hostile and unacceptable environment for one of the parties to the relationship, or for others.

In such circumstances, consent may not be considered a defense against a charge of sexual harassment in violation of this Policy. The determination of what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs.

PROHIBITED RETALIATION

Adler University prohibits retaliation and the threat of retaliation against any person—including complainants, respondents, and witnesses—exercising his or her rights and/or responsibilities in good faith under the University's Non-Discrimination and Anti-Harassment Policy or federal, state, or local law prohibiting discrimination, harassment, or retaliation.

For purposes of this policy, retaliation includes any conduct directed against an individual or someone affiliated with the individual on the basis of or in reaction to the exercise of rights accorded and/or defined by this policy, or federal, state, or local law that is likely to dissuade the individual from exercising his or her rights in the future.

Claims of retaliation will be investigated and, if substantiated, constitute a separate violation of this policy. Any acts of retaliation will be subject to appropriate disciplinary action, including but not limited to reprimand, change in work assignment, loss of privileges, mandatory training, suspension, and/or termination.

Adler University takes good-faith complaints of discrimination, harassment, and/or retaliation seriously. Individuals who knowingly make false allegations under this policy may be subject to disciplinary action, including, but not limited to, reprimand, suspension, and/or termination.

COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR RETALIATION

The Office of Human Resources (OHR) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation.

There are multiple channels for reporting violations of this policy. If you believe you have been the subject of, have witnessed, or are aware of discrimination, harassment, or retaliation, you should make a complaint as soon as possible to OHR or to your supervisor, Chair, or Dean. OHR strongly encourages complainants to contact OHR as soon as possible, to the extent practicable, after the challenged conduct, because OHR's ability to investigate

a complaint may be harmed if it is not made within a reasonable time period. OHR advises that complaints be filed within 120 days of the alleged occurrence(s). All members of Adler University who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that come to their attention as supervisors and that may be in violation of this policy to the associate vice president of human resources at 312.662.4415.

A student may also file a complaint with OHR as long as it concerns the actions of a University faculty or staff employee, vendor, client, or any third party. Student complaints about actions of other students are handled by the Division of Student Affairs. Students who wish to make such a complaint may contact the associate vice president of student affairs directly at 312.662.4141 or gmacvarish@adler.edu.

Adler University strongly encourages complainants to make a complaint as soon as possible after the challenged conduct. The timelier a complaint of discrimination, harassment or retaliation, the better OHR will be able to investigate the complaint. A complainant should receive an acknowledgement of receipt from OHR within 10 business days of filing a complaint. If this does not occur, the complainant should directly contact OHR to confirm receipt of the original complaint.

Please note that this policy constitutes the University's Section 504 grievance procedure and that OHR investigates complaints of discrimination or harassment based on physical or mental disability and does provide accommodations for physical or mental disability. Students seeking accommodation for a physical or mental disability should contact the University's Section 504 coordinator for students (associate vice president of student affairs).

If a student under the age of 18 reports an incident of sexual harassment to any faculty or staff member, that faculty or staff member is obligated to report the incident to OHR and to follow any other requirements of the Crime Reporting Clergy Act Compliance.

INVESTIGATION AND RESOLUTION PROCESS

When the OHR receives a complaint of discrimination, harassment, and/or retaliation, it will promptly investigate the allegation in a fair and expeditious manner. In rare instances, the OHR may engage an external investigator for some or all portions of the investigation. Every complaint is based on its own facts and circumstances, which can impact the course of the OHR's investigation. The following is an outline of the procedure generally followed once a complaint has been brought to the attention of the OHR.

At any time in the process, a complaint may be resolved voluntarily prior to the completion of the investigation process when the issues have been addressed to the satisfaction of the parties involved and in consultation with the OHR.

A. Filing a Complaint

Contact the OHR:
17 North Dearborn Street
Suite 16-200
Chicago, IL 60602
312.662.4415

B. Processing a Complaint

In processing a complaint, the OHR will:

- Acknowledge receipt of the complaint in writing and inform complainant of his/her right to file a criminal investigation by contacting the Chicago Police at 911. Criminal investigations can be done concurrent to any internal investigation done by Adler University.
- Collect and retain in the OHR documents and information related to the complaint.
- Conduct a preliminary assessment of allegations to determine whether the alleged conduct, if substantiated, could constitute a violation of this policy.

C. Fact-Finding

The specific fact-finding steps may vary depending on the facts and circumstances of the complaint. Generally speaking, an investigator will:

- Inform the complainant and respondent of the start of the investigation.
- Collect and review relevant documentation.
- Interview complainant, respondent, and witnesses to the reported event or events.
- Prepare a summary of the investigation and the findings for the OHR.

D. Resolution of Complaint

The OHR is charged with responsibility for investigating complaints of discrimination, harassment, and/or retaliation; making findings; and reporting its findings to the appropriate relevant University officials, including, but not limited to, the supervisors or department heads of the complainant and respondent, the vice president of administration, the vice president of finance and technology, the vice president of academic affairs, the applicable chair or program director, and the Office of the President.

The OHR will provide written notification to the complainant, respondent, and the appropriate University officials of its finding.

If the OHR, following its investigation, determines that the Non-Discrimination and Anti-Harassment Policy has been violated, it will work with the appropriate University officials to recommend appropriate corrective action, up to and including discharge/expulsion.

Supervisors, department heads, and other Adler University managers have the responsibility for implementing appropriate corrective action. The OHR may advise in the implementation of corrective action and may monitor the implementation of the corrective actions. To the extent that the OHR concludes that other University policies may have been violated by the reported conduct, the appropriate University official(s) will be notified.

E. Confidentiality

The OHR is committed to balancing the interests of all parties involved in discrimination, harassment, and/or retaliation complaints. To the extent possible, the OHR will limit the disclosure of information related to the complaint and its investigation. Nonetheless, the OHR cannot promise confidentiality of any information received in a complaint or during an investigation.

The files of complaints will be maintained in the OHR. Documents and information collected by OHR through its investigation of the complaint will not be kept in relevant personnel or academic records, however any discipline or sanction imposed as a result of a policy violation will be documented in the disciplined individual's personnel or academic record in accordance with applicable University procedures.

OTHER RESOURCES

Although the University encourages employees to utilize the complaint process described above to resolve any complaints, use of this process does not prohibit an employee or student from filing a complaint with external agencies at any time. Employees or students may file a formal complaint with various external agencies, to include, but not limited to, the government agencies listed below.

The U.S. Equal Employment Opportunity Commission

500 West Madison Street, Suite 2800
Chicago, IL 60661
312.353.2713

Illinois Department of Human Rights

James R. Thompson Center
100 West Randolph Street, Suite 10-100
Chicago, IL 60601
312.814.6200

The Office of Civil Rights/Chicago

U.S. Department of Education
Citigroup Center
500 W. Madison Street
Suite 1475
Chicago, IL 60661

Diversity

Celebrating the richness of human diversity is at the heart of Adler University'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, abilities, class, sexuality, gender, and age are woven into the fabric of excellence at Adler University. 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 communities.

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

Adler University is a private, independent, not-for-profit institution of higher education. The University 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 Adler University.

Rights Reserved

This catalog and its contents are not to be construed as a binding contract between Adler University and the student. The catalog presents the offerings and requirements in effect at the time of publication. Adler University may amend, without prior notice, the policies or procedures as stated in this catalog, Adler University 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 Adler University'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 University, 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.

Adler University reserves the right to refuse to admit or readmit any applicant. Adler University 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 Adler University 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 Adler University's institutional learning outcomes.

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

The Library is a member of the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. I-Share member libraries agree to share resources, so that Adler University community has access to a combined collection of over 9 million unique items.

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

The Library also licenses more than 50 research databases in psychology and the related social sciences, as well as full-text electronic content from more than 56,000 unique journal titles, more than 80,000 electronic books, and several collections of newspapers.

Vancouver campus students and faculty have access to all electronic resources, including full-text e-book and e-journal content. Interlibrary loan of articles and books is also available.

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

Active participation in consortial activities facilitates interlibrary loan delivery of materials not held at the Library. The Library is a member of the Center for Research Libraries (CRL) and of Reaching Across Illinois Library System (RAILS), as well as a governing member of CARLI, the Consortium of Academic and Research Libraries in Illinois. These memberships enable the libraries to participate in resource sharing and collection development programs on a statewide and a national scale.

For individual assistance or group instruction, please contact the Library by e-mail (library@adler.edu) or telephone 312.662.4230.

CENTER FOR LEARNING AND TEACHING

The Center for Learning and Teaching (CLT) provides academic and professional resources for students, faculty, and staff. Among the services offered by the CLT are individual consultations, workshops, and groups focused on writing and research, presentation skills and poster preparation, time management, and statistics and research methods.

The CLT also offers space to use computers, browse print resources, read, practice presentations, and hold classes and meetings.

Appointments for individual consultations are available in person as well as by telephone. Anyone 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.

INTENSIVE WRITING WORKSHOPS

The Center for Learning and Teaching offers intensive writing workshops for Adler students. These workshops offer students the opportunity to hone their writing skills, familiarize themselves with available writing resources, and develop strategies for strengthening their writing skills. Students may register by contacting the CLT.

DEPARTMENT OF ONLINE EDUCATION

The Department of Online Education at Adler University is responsible for ensuring the development of high quality online course and program offerings consistent with the mission, vision, and values of Adler University. Beyond the development of courses, the Department of Online Education provides education, training, support, and thought leadership in the areas of online learning, online teaching, online course and program development, and educational technology. The Department of Online Education also provides a framework for high-quality delivery of online teaching and learning. The department collaborates with other departments and offices, throughout the University, to promote a cohesive, high-quality learning environment.

ADLER COMMUNITY HEALTH SERVICES

Adler Community Health Services (ACHS), the clinical services division of Adler University, provides psychological services to underserved populations through its clinical training programs. ACHS is comprised of two divisions: Community Services and Juvenile Justice.

Through the Community Services division, ACHS offers a 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 University 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 Services 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).

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

ACHS programs and services are designed to provide 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, and families and elders who are struggling with poverty.

Institute on Social Exclusion

Adler University Institute on Social Exclusion (ISE) works to increase understanding of the ways in which laws, public policies, institutional behaviors, and other social structures and systems create unfair social outcomes, and understanding that reconstituting them is required to achieve social justice and equity. Our work aims to ensure that all members of society benefit from quality housing, education, and healthcare; fair terms of employment; nutritious food; safety and security; equitable treatment under the law, and all other rights, opportunities, and resources necessary for full social inclusion. The ISE is engaged in three overlapping areas of activity: research, outreach, and education and awareness.

Research: We work with community residents, organizations, non-governmental bodies, and public agencies to conduct participatory research that aims to identify and address the structural origins of social disadvantage. Recent ISE research activities involved investigations of the mental health implications of revisions to the United States Equal Employment Opportunity Commission's (U.S. EEOC) Policy Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions under Title VII of the Civil Rights Act of 1964. Another research project involved investigations of the health and mental health implications of open space and access to the Chicago River for the communities of Pilsen and Little Village. 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.

Outreach: Fundamental to all of our work is responsiveness to community-identified needs. Typically at the request of key community stakeholders, the ISE collaborates with communities to address their self-identified needs. Recent community outreach projects include the development of a community-based advocacy agenda around employment legislation, and the development of a community-based and community-informed violence reduction strategy. Using a train-the-trainer model, we are transferring participatory research skills and knowledge to community residents so they can reach out to and engage other community members in the development of a strategy.

Education and Awareness: The research we conduct informs our education and awareness work. Our education and advocacy agenda includes presenting at conferences, leading simulations, and authoring peer-reviewed papers. Recent public awareness programming includes a summit on arrest records as barriers to employment, with the purpose of expanding awareness of the revised U.S. EEOC Policy Guidance and its impact on key health determinants; a series of 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 on the social determinants of mental health, examining the impacts of industrial activity, open space, food insecurity, the built environment, and other social, economic, and physical phenomena on mental health.

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.”

- Health Impact Assessment (HIA) is a process for developing “evidence-based” legislation and public policy to help promote the health and mental health of entire populations of people, especially the most excluded and marginalized. With support from the Chicago Community Trust, 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: In September 2012, ISE established the **Center for the Social Determinants of Mental Health**. The first of its kind in the United States, the Center is solely dedicated to identifying, examining, understanding and addressing the impact of social conditions on population or public mental health. The vision of the Center is a world where social conditions support the health and well-being of all. The mission of the Center is to improve health and well-being, and to narrow health inequities by changing social conditions, particularly those that impact the most vulnerable. The Center is the major vehicle through which the ISE conducts its research, outreach, and education and advocacy work. To learn more about the Institute on Social Exclusion and the Center for the Social Determinants of Mental Health and connect with our work, email 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 toward positive human and community development

ADMISSION POLICIES AND PROCEDURES

Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University 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 University Application for Admission;
- Application fee (\$50.00);
- Autobiographic essay/statement of purpose;
- Resume or curriculum vitae;
- Official transcripts from all colleges or universities attended;
- Three letters of recommendation accompanying Adler University recommendation form; and
- Graduate Record Examination (GRE) – recommended.*

*The GRE general test is required for applications to the Doctor of Psychology 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 (wes.org) or Educational Credential Evaluators (ece.org). Please contact the Office of Admissions for specific transcript evaluation requirements.

Application Deadlines

PRIORITY DEADLINES

While applications are accepted throughout the year, the following deadlines ensure that students receive full consideration. Programs fill early, and applicants are strongly encouraged to begin the application process at least six to 12 months before their desired term of entry.

- Applicants seeking admission to the Doctor of Psychology (Psy.D.) program (including all tracks) should submit all application materials by the priority deadline of February 15 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 Adler University without first obtaining a written release from any institution to which a commitment has already been made.

CHICAGO CAMPUS

Admissions Deadlines	Early Consideration	Priority	Space Available	Term of Entry
Psy.D. Clinical Psychology (including all tracks)	December 1	February 15	August 15	Fall
Doctor of Couple and Family Therapy	December 1	February 15	August 15	Fall
All M.A. programs (Chicago campus)	February 1	April 1	August 15	Fall
All Online programs	Rolling Admissions			Fall and Spring
Specializations/Certificates	Rolling Admissions			All

VANCOUVER CAMPUS

Admissions Deadlines	Early Consideration	Priority	Space Available	Term of Entry
Psy.D. Clinical Psychology	December 1	February 15	August 15	Fall
M.A. in Counselling Psychology	February 1	April 1	August 15	Spring* and Fall
Master of Counselling Psychology	February 1	April 1	August 15	Spring* and Fall
Master of Counselling Psychology: Art Therapy	February 1	April 1	August 15	Fall
M.A. in Organizational Psychology	February 1	April 15	August 15	Fall

*Applications for the spring semester are accepted on a rolling basis.

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 Adler University 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 University program have 30 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 University; 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 be able to defer their admission for up to one year from their original term of admission. To defer admission, students must have their statement of acceptance along with the appropriate tuition deposit, a \$500 nonrefundable deferral 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 who 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.

International Applicants

CHICAGO CAMPUS

In addition to submitting a completed application, all transcripts from outside of North America (including Mexico) must be evaluated by an acceptable transcript evaluation service such as World Education Service (wes.org) or Educational Course Evaluation (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 (wes.org) course-by-course analysis, you will only be required to submit your official international credential evaluation to Adler University as this service provides a verified copy of your official transcripts and translations to Adler University. 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 University by the testing service. These test results are valid for two years only.

TOEFL (ets.org/toefl)

Adler University–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 of 92 with at least 22 on each of the four sections.

IELTS (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 Adler University. Once enrolled in the program, students must pay tuition and fees according to the University'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 who have been accepted into a degree program at the University 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 University. Students must maintain full-time status each term as outlined by the University 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 University does not provide financial assistance for international students in the form of financial aid or tuition reduction, students are eligible for Adler University scholarships unless otherwise noted.

VANCOUVER CAMPUS

In addition to submitting a completed application, all transcripts from outside of North America must be evaluated by a transcript evaluation service, World Education Service (wes.org/ca) or Educational Course Evaluation (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 (wes.org/ca) course-by-course analysis, you will only be required to submit your official international credential evaluation to Adler University as this service provides a verified copy of your official transcripts and translations to the University. Prospective students should send all 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 University by the testing service. These test results are valid for two years.

TOEFL (ets.org/toefl)

Adler University–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 (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 cic.gc.ca. Once enrolled in Adler University program, students must pay tuition and fees according to the University's payment schedule.

Off Campus Work Permit Program (OCWPP)

Adler University's Vancouver campus participates in the Citizenship and Immigration Canada (CIC) off campus work permit program for international students (cic.gc.ca/english/study/work-offcampus.asp). Although the University does not provide financial assistance for international students in the form of financial aid or tuition reduction, students are eligible for Adler University 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 University, 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 University Catalog. Graduates of Adler University 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 coursework, 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 credit hours of coursework 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 apply to add a master's degree program, and M.A. students may apply to change from one Adler University 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 24 credit hours of graded coursework 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 University faculty and practicum supervisors, with at least one from their academic advisor and one from their current program director; a 500-word statement of purpose; a resume or curriculum vitae; and an official Adler University transcript. The application deadlines for doctoral applicants apply to Adler University master's 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 a doctoral program must complete all requirements for their M.A. degree no later than one year after acceptance.

Readmission

Students who were previously enrolled at Adler University, 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 University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to Adler University 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 University'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 University. There are no fixed and absolute rules regarding granting credit for previously completed coursework. 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 University. Requesting transfer credit is an extensive process that involves a review of previous academic work, including syllabi and grades earned. It is Adler University 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 years old.

A maximum of 12 credit hours from other accredited institutions may be transferred into an M.A. program; a maximum of 24 credit hours into the Doctor of Psychology (PsyD.) in Clinical Psychology program; and a maximum of 39 hours into the Doctor of Couple and Family Therapy program. Students will be charged a transfer of credit fee for each course evaluated for transfer consideration. Please reference the current schedule of fees and tuition schedule for transfer of credit fee information.

ACADEMIC POLICIES AND PROCEDURES

Class Attendance

CHICAGO CAMPUS

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 five 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 appropriate Student Development 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 must notify the instructor in advance. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. Students who miss more than two classes in a semester, for courses that meet once a week over a 14-week semester, will receive a grade of “F” (Fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of “F” (Fail). For courses that meet once every other week (e.g., seven full-day class meetings) over a 14-week semester, students who miss more than one class in a semester will receive a grade of “F” (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of “No Credit” (or “NC”) and be referred to the Training Committee for review.

Summer term – Students who miss more than six hours of classroom instruction in the summer semester, for courses that meet once a week over a 12-week semester, will receive a grade of “F” (Fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of “F” (Fail). For courses that meet once every other week (e.g., six full-day class meetings over a 12-week semester), students who miss more than six hours of classroom instruction in a semester will receive a grade of “F” (Fail).

Students who receive a grade of “F” (Fail) for any course must repeat the course.

APPLICATION OF THE ATTENDANCE POLICY

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

Instructors consider extenuating circumstances and/or student accommodation needs when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Thus, instructors may develop an alternative plan for students who 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

Adler University assigns and awards credit hours that conform to commonly accepted practices in higher education and that comply with the federal standards.

At Adler University, 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 15 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.

Adler University operates on a semester calendar. A semester is defined as a term of 15 weeks. Instruction is scheduled over three terms. Fall and spring terms are full semesters. The Summer semester is comprised of full semester courses and courses that are offered in two sessions: Summer I and Summer II. Adler University also offers courses throughout the academic year in sessions of varying lengths shorter than the full semester.

For traditional **lecture-discussion and seminar courses**, a one-credit hour class meets for no less than 60 minutes per week over the course of a semester.

A one-credit class requires a minimum of:

- 15 contact hours per semester
- 30 hours of outside work per semester
- A total of 45 hours of student engagement per one-credit course, per semester

A two-credit class requires a minimum of:

- 30 contact hours per semester
- 60 hours of outside work per semester
- A total of 90 hours of student engagement per two-credit course, per semester

A three-credit class requires a minimum of:

- 45 contact hours per semester
- 90 hours of outside work/semester
- A total of 135 hours of student engagement per three-credit course, per semester

Short-term courses: Half-semester courses (eight weeks), 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 Internship: Require the completion of an institutionally sanctioned academic activity that is equivalent to the amount of work stipulated in paragraph (1) that may occur over a different amount of time.

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.

Online and Hybrid Courses: The expectation of contact time and student effort outside the class is the same in all formats of a course whether online, a hybrid of face-to-face contact with some content delivered by electronic means, or traditional.

Statement of Student Responsibilities

Adler University expects that students will:

1. Adhere to all applicable University policies and procedures.
2. Uphold all rules applicable to conduct in off-campus settings including clinical, field, internship, or in-service activities.
3. Abide by all local, state, and federal laws.
4. Maintain academic honesty and integrity.
5. Comply with all ethical and professional standards applicable to their program of study.
6. Contribute actively to the process of learning, including complying with attendance or participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for the rights of others.
9. Regularly monitor their student accounts.

Academic Status

ACADEMIC GOOD STANDING

To remain in academic good standing, a student must:

1. Maintain consistent enrollment
2. Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the Catalog
3. Meet all academic, comportment, and professional standards as well as applicable program requirements
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale

Note: The Department of Education additionally requires that students keep their accounts current, and successfully complete ("B" grade or better) 70 percent of attempted coursework in each term, in order to be eligible for federal student financial aid.

ACADEMIC ALERT

Students with a minimum cumulative GPA of 3.0 who earn a B- grade for the first time will be placed on *Academic Alert* status for the following semester.

ACADEMIC WARNING

Students will be placed on *Academic Warning* when they meet any of the following conditions:

1. Earn a first grade of C with a minimum cumulative GPA of 3.0
2. Earn a second B- with a minimum cumulative GPA of 3.0

This status will be in effect for one semester subsequent to the receipt of the second low grade.

ACADEMIC PROBATION

Students will be placed on *Academic Probation* the first time they meet any of the following conditions:

1. Earn a second grade of C
2. Earn a single D, F, or NC grade without a prior history of low grades (B- or C)
3. Earn three or more grades of B-
4. Fall below a minimum cumulative GPA of 3.0 on a 4.0 scale.

Students on academic probation shall have a maximum of two consecutive semesters following the status change in which to address the issue that generated probationary status.

ACADEMIC DISMISSAL

Students may be subject to *Academic Dismissal* when they meet any of the following conditions:

1. Earn two or more grades of D, F, or NC
2. Earn a third grade of C
3. Fail to maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for two semesters
4. Fail to comply with any prior academic remediation plan.

The transcript of a student who has been dismissed will carry the notation "Academic Dismissal." Students who have been dismissed are ineligible to re-apply to the University.

Satisfactory Progress

To maintain satisfactory progress, students must remain consistently registered until completion of all degree requirements, and take a course load that ensures steady movement toward degree completion within the maximum time limits for the program.

Students who fail to register each term may be administratively withdrawn from the University, and Administrative Withdrawal will be indicated on the transcript.

Master's students should complete a minimum of 12 credit hours every 12 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 12 months in order to complete their degree requirements within five years.

Doctoral students should complete at least 18 credit hours every 12 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.

Student Referral Policy

Adler University 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 University reserves the right to exercise jurisdiction over events or actions occurring off campus or in virtual communities, where Adler University'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 University and its related communities.

When students breach one or more of the Student Responsibilities, any member of the Adler community may alert the appropriate Student Development Committee by submitting a Student Incident Referral Form (available online).

Referrals will be directed to the Student Development Committee, which will determine the level of severity of the concern in accordance with the criteria, and direct the referral to the student's Faculty Advisor, to review by the Student Development Committee, or to the Student Comprehensive Evaluation Committee.

STUDENT DEVELOPMENT COMMITTEE (SDC)

The SDC is a standing committee within each academic department that monitors students' Academic Status and compliance with Student Responsibilities. The primary function of the Committee is to provide early and structured assistance to students in successfully completing their program.

The Registrar forwards to the appropriate departmental Student Development Committee at the beginning of each term a list of students who have fallen below Academic Good Standing. When students breach one or more of the Student Responsibilities, any member of the Adler community may alert the appropriate Student Development Committee by submitting a Student Incident Referral Form (available online).

The Student Development Committee reviews the grade reports and incident forms, determines the level of severity of the concern, and directs the student to take remedial action. Depending upon the seriousness of the concern, the student will be referred to the Faculty Advisor, to meet with the Student Development Committee, or to the Student Comprehensive Evaluation Committee.

STUDENT COMPREHENSIVE EVALUATION COMMITTEE (SCEC)

Serious or repeated breaches of Academic Good Standing or of the Student Responsibilities policy will be addressed through the Student Comprehensive Evaluation Committee (SCEC). The Committee will evaluate the referral, provide a plan for remediation if appropriate, and deliver a decision on the outcome, which may include Dismissal.

APPEALS

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

Qualifying Examinations

In addition to satisfying coursework, practica, and other program requirements, master's 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.

Registration

Term schedules are published and updated online via WebAdvisor. Students register online 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 and written approval from the course instructor via email 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.

Full-Time and Half-Time Status

CHICAGO CAMPUS PROGRAMS

To be considered full time, doctoral students must enroll in 10 or more credit hours each term. Doctoral students enrolled in between five and nine 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 or more credits to be considered full time. Master and certificate students enrolled in four to seven 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 registered for only 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.

GLOBAL CAMPUS AND BLENDED PROGRAMS

Students enrolled in an online or blended degree program must enroll in six or more credits to be considered full time. Students enrolled in three to five 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 registered for only practicum continuation meet the requirement for half-time study and are eligible to receive Title IV funding and deferments.

Course Drop and Withdrawal

CHICAGO AND GLOBAL CAMPUSES

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 email 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 email 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 final grade for the course that reflects the work completed. 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. Students are not eligible for a refund after the add/drop period.

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 University's online registration system, WebAdvisor, during registration week. Students wishing to drop a course after registration week must do so in person or via email by submitting the appropriate forms to the Registrar's Department.

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 WebAdvisor 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.

Leave of Absence

Students may take a leave of absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence form including necessary signatures and submitting it to the Registrar's Office. An LOA may be taken 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 LOA will be noted on the student's transcript for each term until the student returns to the University. Time approved for an LOA 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 Adler University'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 an LOA in order to receive full information regarding the procedure and the results of the LOA.

Students who do not return from an LOA by the agreed-upon term may be administratively withdrawn from the University. 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.

Administrative Withdrawal

Once enrolled, students are expected to maintain good academic standing, meet all student responsibilities, and 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 may be administratively withdrawn from the University. The University also retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees.

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 reconsidered 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 University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution. Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Policy posted online at adler.edu.

In the event a student is administratively withdrawn from the University, 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 percent 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 percent of the credits taken in a term, s/he is considered to have earned 100 percent of the awards disbursed for the term. "Unearned" awards must be returned to the lender. The student is responsible for repaying the University for any balances owed as a result of the return of financial aid funds.

Withdrawal in Good Standing

Students may withdraw from Adler University 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 academic good 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 or academic inquiries. Withdrawal is noted on the transcript.

Former students who wish to return to the University 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 University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution.

Grading System

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

CHICAGO AND GLOBAL CAMPUSES

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-	Marginal	2.75
C	At Risk	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
AU	Audit	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

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

In Progress

A temporary grade of "IP" (In Progress) can be given to students who are engaged in field experiences, 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.

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 Grade Agreement form with 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. The student and instructor must sign the agreement. The instructor must submit the form to the Registrar's Office.

Receipt of one or more "I" (incomplete) 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 Development Committee (SDC).

If the coursework is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the "Incomplete" grade will be changed to an "F" (Fail) or "NC" (No Credit).

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, 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 credit/no credit 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. Students cannot change an audited course to the credit option after the add/drop period ends. Audited courses do not count toward graduation requirements and are not eligible for financial aid. 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's academic record, 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, instructors 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 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. Psy.D. students can appeal Psy.D. course grades of "B-" or lower.

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	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

Family Education Rights and Privacy Act (FERPA) – Chicago and Global Campuses

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. Applicants who are not admitted to the University or who do not matriculate following admission have no right of access to their submitted educational records.

Students have the following rights:

- To inspect and review educational records by requesting it in writing to the Office of the Registrar. Requests can take up to 30 days.
- 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 Office of the Registrar which will be placed in their academic file.
- 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 Adler University educational community to whom FERPA allows access, without the student's written consent, unless the request qualifies as one of the legal exceptions. To request release of your information to a third party, please fill out the Document Release Authorization form online at adler.edu.

Adler does not release copies of students' transcripts from other institutions. Students are encouraged to contact their previous institutions for copies of their transcripts.

Students who believe their privacy has been violated have the right to file a written grievance with the Office of the Registrar, by following the procedures of the Grievance Appeal Policy posted online at adler.edu.

Students are informed of their rights under FERPA each October by the Office of the Registrar. The annual FERPA notice is located on the Office of the Registrar page on Adler Connect. For the annual notice please go to <https://connect.adler.edu/student-services/registrar>.

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 Adler University, may collect, use, or disclose information about its students.

Adler University 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 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 University Commissioner. The designated University 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 University Commissioner, students can contact the Office of the Information and Privacy Commissioner for British Columbia at info@oipc.bc.ca.

Students with Disabilities

It is the policy of Adler University 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 B.C. 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 University, 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. Faculty should direct all students with inquiries or concerns regarding disabilities or accommodations to the associate vice president of student affairs, who will work directly with the student to develop a reasonable accommodation plan. 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 and Global Campuses

2014–2015 TUITION AND FEES SCHEDULE

Admissions Fees and Deposits

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

Tuition

Tuition – Standard M.A. Credit Hour	\$1,100
Tuition – Standard Doctoral Credit Hour	\$1,270
Tuition – Dissertation Credit Hour	\$1,270
Tuition – Full-time Internship (per term)	\$1,270
Tuition – Half-time Internship (per term)	\$635
Tuition – EML Program – M.A. Credit Hour	\$775
Tuition – 100% Online Programs	\$775
Tuition – Audit M.A. Credit Hour	\$550
Tuition – Audit Doctoral Credit Hour	\$635

Course Fees

Fee – M.A. Prerequisite	\$1,650
Fee – Doctoral Prerequisite	\$1,905
Fee – M.A. Professional Development Seminar	\$1,100
Fee – Doctoral Professional Development Seminar	\$1,270
Fee – Doctoral Dissertation Preparation Seminar	\$215
Fee – Doctoral Dissertation Proposal	\$1,270
Fee – Doctoral Dissertation Proposal Continued	\$1,270
Fee – Doctoral Dissertation Continuation	\$2,540
Fee – Community Service Capstone Paper	\$1,270
Fee – M.A. Qualifying Exam	\$1,100
Fee – Doctoral Qualifying Exam	\$1,270
Fee – Dissertation Defense	\$490
Fee – Practicum Continuation	\$75
Fee – CMHC Internship Continuation (CMHC-699)	\$75

Lab/Testing Material Fees

Fee – PCO-569	\$30
Fee – MAO-584	\$189.50
Fee – COUN-629	\$30
Fee – PSY-661	\$350
Fee – PSY-662	\$350
Fee – PSY-663	\$350
Fee – PSY-683	\$300
Fee – PSY-720	\$350

Registration-Based Fees

Fee – Student Services	\$270
Fee – Professional Liability Insurance (per term)	\$75
Fee – Professional Liability Insurance for Community Service Practicum (per term)	\$45

Degree Completion Fees

Fee – Graduation (per degree)	\$180
Fee – Continuing Ed Certificate Processing	\$45
Fee – Replacement Diploma	\$55

Other Fees

Fee – Course Drop	\$65
Fee – Late Registration	\$380
Fee – Returned Check (per occurrence)	\$65
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$55
Fee – Late Payment Fee	2% of balance
Fee – Check Stop Payment	\$35
Fee – UPASS (per term for full-time students)	\$113.42
Fee – UPASS New Card (one-time)	\$4.97
Fee – UPASS Replacement Card	\$50

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 percent of the payment amount for credit card payments, and \$3 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 Adler University. 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 University 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 University retains the right to administratively withdraw students whose accounts are past due, and to charge all associated fees. It is the policy of Adler University to submit delinquent accounts to external collection agencies.

TUITION REFUND POLICY

Students who have officially withdrawn from the University 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 the Registrar page on Adler Connect) 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 Adler University will be refunded in accordance with the University'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 course-work will be refunded in accordance with the University's refund policy based on the official drop date processed by the Registrar's Office.

Students who are administratively withdrawn from the University are subject to the University'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

2014–2015 TUITION AND FEES 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) – Psy.D. Program (will be applied to first semester's tuition)	\$500
Start Date Deferral Fee	\$500

Tuition

Tuition – Standard Master's Credit Hour	\$820
Tuition – Standard Psy.D. Credit Hour	\$980
Tuition – Audit Master's Credit Hour	\$410
Tuition – Audit Psy.D. Credit Hour	\$490

Registration-Based Fees

Fee – Student Activity/Library Fee (per term)	\$200
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add Fee (per occurrence)	\$50
Fee – Pre-Practicum Skills Lab	\$500
Fee – M.A. Research Preparation Fee	\$600
Fee – M.A. Thesis Continuation	\$820
Fee – Masters Qualifying Exam	\$950
Fee – Psy.D. Clinical Qualifying Exam	\$980
Fee – Psy.D. Research Proposal and Project Fee	\$980
Fee – Psy.D. Internship Fee	\$980

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 Adler University. The University 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 University retains the right to administratively withdraw students whose accounts are past due, and to charge all associated fees. It is the policy of Adler University 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 three-part payment plan. The first installment is due at the time of registration. Subsequent payments are listed on the registration form published each term. The deferred payment plan is an additional \$15/credit hour.

TUITION REFUND POLICY – VANCOUVER

Students who have officially withdrawn from the University 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 percent tuition refund excluding the nonrefundable tuition deposit and all other fees, including a \$50 drop fee.

2. Refunds after the program of study starts:
- If written notice of withdrawal is received by the institution, or a student is dismissed, within 10 percent of the program of study's duration, the institution may retain 30 percent of the total fees due under the contract.
 - If written notice of withdrawal is received by the institution, or a student is dismissed within 30 percent of the program of study's duration, the institution may retain 50 percent of the total fees due under the contract.
 - If a student withdraws or is dismissed after 30 percent of the program of study's duration, no refund is required.

To initiate a refund, written notice must be provided:

- By a student to the institution when the student withdraws; or
- 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 nonrefundable 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 AND GLOBAL CAMPUSES

Adler University offers student financial assistance to eligible students via the U.S. Department of Education (DOE) – Title IV Federal Assistance Program. A variety of financial tools are available to students while enrolled at the Adler University. 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 DOE at FAFSA.ed.gov using our school code, G20681.

Financial Aid Eligibility Requirements

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

- Be actively enrolled in a degree or certificate program at Adler University.
- Maintain satisfactory academic progress: completion of at least 70 percent 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 seven years of federal financial assistance from the initial date of registration. All qualified master's students receiving federal financial aid are eligible for a maximum of five 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 two years of federal financial assistance. Students who reach the maximum enrollment limit for receiving federal financial aid would need to file an appeal. Students must maintain at least half-time enrollment as defined by their academic program:

- M.A. and Certificate candidates: at least four credit hours per academic term
- Doctoral candidates: at least five 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 Adler University.

UNSUBSIDIZED STAFFORD STUDENT LOANS

It is important to note that most students are eligible for unsubsidized 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 2014–2015 academic year have a fixed interest rate of 5.41 percent with a 1.072 origination fee. Interest begins to accrue on unsubsidized loans immediately upon disbursement.

GRADUATE PLUS LOANS

Students may apply for the Grad PLUS loan to supplement Stafford loan funds. The Grad PLUS loans have a fixed interest rate of 6.41 percent and 4.288 percent origination fee. They have 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.

Direct Grad PLUS loans require credit approval. Grad PLUS loans disbursed during the 2014–2015 academic year have a fixed interest rate of 6.41 percent, with a 4.288 percent origination fee. Grad 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 University's intranet campus community.

There are a limited number of Institutional Work Study positions available for International students. Positions are posted on the University's intranet campus community.

SCHOLARSHIPS

Adler University Scholarships

Adler University 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 University 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 University website and the University's online learning community portal.

Other Scholarships

The Office of Financial Aid provides information regarding opportunities for external scholarships through Adler University's global campus community.

For more information, please see the *Financial Aid and Student Accounts Handbook*, available on the University'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. Adler University is a proud participant of the U.S. Department of Veterans Affairs (VA) Yellow Ribbon Program through which the University 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 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 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 federal student financial aid. The U.S. Department of Education's federal regulations require Adler University 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. Students who are under review by the Student Comprehensive Evaluation Committee will have their financial aid funds held until the Office of Financial Aid receives a favorable decision letter from SCEC.

There are three parts to the SAP Policy:

1. Grade Point Average (Overall GPA)
2. Cumulative Progress (Overall)
3. 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 SAP 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, he or she will be placed on a financial aid warning. Once a student is on a financial aid warning, he/she may continue to receive 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 SAP Policy contains a quantitative component, meaning that students are required to make steady progress toward a degree by completing at least 70 percent of all attempted credit hours. For example, if a student has attempted 30 credit hours total, then he or she 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 the attempted credit hours calculation). If a student does not successfully

complete at least 70 percent of all credit hours attempted, he/she will be placed on a financial aid warning at the end of the term. Once a student is on a financial aid warning he/she may continue to receive 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 financial aid for future terms.

3. Timely Degree Completion

All qualified doctoral students receiving federal financial aid are eligible for a maximum of seven years of financial assistance from the initial date of registration. All qualified master students receiving federal financial aid are eligible for a maximum of five years of financial assistance from the initial date of registration. All qualified certificate students receiving financial aid are eligible for a maximum of two years of 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 SAP requirements, he/she is placed on a financial aid warning at the end of that term. Once a student is on a financial aid warning he/she 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 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 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. Financial aid will not be reinstated unless the student's appeal is granted.

For information regarding the financial aid appeal procedure, please see the 2014-2015 financial aid handbook.

COURSE IN-PROGRESS

Satisfactory academic progress is calculated until two 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 DOE regulation, the Office of Financial Aid must put a hold on all future 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) for financial aid satisfactory academic progress is considered a failing grade on a program requirement. NC grades will not be calculated into a student's cumulative GPA or overall completion rate. Receiving this grade could result in a full or partial loss of financial aid funds. If a student receives NC for a program requirement, the student may repeat the class one time only and still receive 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, 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 the financial aid satisfactory academic progress policy to be eligible for 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 Adler University's LOA policy as outlined below:

1. The student is required to use the official Leave of Absence form, located on the Registrar page on Adler Connect, 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 University 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** academic terms at Adler University. 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 san 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 an LOA in order to receive a full explanation of the procedures and the consequences involved in an LOA.

WITHDRAWAL AND ADMINISTRATIVE WITHDRAWAL

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

If a financial aid recipient finds it necessary to withdraw from all classes after the 50 percent drop period, the student may be required to return some or all financial aid funds. Adler University 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 Student Withdrawal form. This form is located on the Registrar page on Adler Connect.

Until the 60 percent 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 percent point in the period of enrollment, a student has earned 100 percent 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 a full explanation of the procedure and the consequences of withdrawal.

If the student is administratively withdrawn, a Return of Title IV calculation may be performed in order to determine the percentage of 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 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 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 their 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 University.

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 coursework.

FINANCIAL AID – VANCOUVER CAMPUS

Student loans are offered by the Canadian and U.S. governments to help students pay for their post-secondary education. Canadian students (including permanent residents, landed immigrants, and protected persons) apply for loans through their home province or territory. U.S. students attending the Vancouver campus must file loan applications through the Chicago Financial Aid office: financialaid@adler.edu

Government student loans take into consideration many factors, including:

- Income and assets
- Tuition, mandatory fees, and book costs
- Living expenses

University Information for Loan Applications

- University Code: APRY
- Program Code for MAC: WAG5
- Program Code for MCP: XCZ5
- Program Code for MAOP program: ZID5
- Program Code for MACD program: WFJ5
- Program

Course Load Info: Students must be enrolled in a minimum of seven credits per term to be considered full time.

STUDENTS FROM BRITISH COLUMBIA

Government student loan assistance is available to B.C. residents enrolled in full-time studies.

Interest is not charged while you remain full time in a loan eligible program at an approved post-secondary institution. Additionally, interest is not charged during the summer break (August) if you return to full-time study each September and update your full-time status with your lenders (by receiving a new loan or submitting a confirmation of enrollment). You will be required to begin repaying your loan six months after you leave full-time studies. Grant funding does not have to be repaid.

HOW TO APPLY

Students from B.C. can apply online through studentaidbc.ca to be considered for federal and provincial loans and grant funding.

How much loan funding will I receive?

The amount of funding you receive depends on the financial information you submit in your online application. After you have submitted your application, you will receive an assessment from SABC. This assessment will tell you how much funding you are eligible for and when you will receive it.

STUDENTS OUTSIDE BRITISH COLUMBIA

Students from a province or territory other than B.C. are eligible to receive government student loan assistance, but they must apply through their home province.

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 more dependents under the age of 12 are eligible to receive \$200 per month of study for each child.

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

The Canada Study Grant program for students with permanent disabilities (CSG-PD) 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 grants (for up to \$10,000 per program year) to purchase adaptive equipment and support services to help access public or private post-secondary institutions.

If these services are not provided by your school, CSG-PD funding can be used for:

- 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 percent 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 University 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 \$1,000 per program year. The \$1,000 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 (BCSAP) 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 percent 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 Citizenship and Immigration Canada (CIC) off campus work permit program. For more information about this program, please visit cic.gc.ca/english/study/work-offcampus.asp.

STATE CONTACT INFORMATION

COMPLAINT RESOLUTION CONTACTS BY STATE

If a student's complaint cannot be resolved after exhausting the Adler University grievance procedure, the student may file a complaint with the agency from the list below that corresponds to the student's place of residence.

This list includes contact information for all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. The list below should not be interpreted as informative of what agencies regulate Adler University, in what states Adler is licensed or required to be licensed. States, through the relevant agencies will accept complaints regardless of whether Adler University is required to be licensed in that state.

Alabama

Alabama Commission on Higher Education
PO Box 302000, Montgomery, AL 36130-2000
<http://www.ache.state.al.us/Content/Departments/NRI/federal-reg.pdf>

Alabama Department of Postsecondary Education
PO Box 302130, Montgomery, AL 36130-2130
<http://www.accs.cc/newlicense/Complaints.aspx>

Alaska

Alaska Commission on Postsecondary Education
PO Box 110505, Juneau, AK 99811-0505, EED.ACPE-IA@alaska.gov
http://akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary_Institutions/Consumer_Protection.aspx

Arizona

Arizona State Board for Private Postsecondary Education
1400 W. Washington Street, Room 260, Phoenix, AZ 85007
<https://ppse.az.gov/complaint>

Arkansas

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
114 East Capitol Ave., Little Rock, AR 72201, ADHE_Info@adhe.edu
[http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Delores/APPENDIX%](http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Delores/APPENDIX%20A.pdf)

California

Attorney General's Office, California Department of Justice, Attn: Public Inquiry Unit
PO Box 9044255, Sacramento, CA 94244-2550
http://ag.ca.gov/contact/complaint_form.php?cmplt=PL

Colorado

Colorado Department of Higher Education
1560 Broadway, Suite 1600, Denver, Colorado 80202
<http://higher.ed.colorado.gov/Academics/Complaints/default.html>

Connecticut

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110, Hartford, CT 06106, trade.practices@ct.gov
http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFPR-2.pdf
Consumer Complaint Hotline: 800.842.2649

Delaware

Delaware Higher Education Office
John G. Townsend Building, Suite 2, Dover, DE 19901, dheo@doe.k12.de.us

Delaware Attorney General
Consumer Protection Wilmington: 820 N. French Street 5th floor, Wilmington, DE 19801
consumer.protection@state.de.us

District of Columbia

District of Columbia Office of the State Superintendent of Education
Higher Education Licensure Commission
810 First Street, NE, 2nd Floor, Washington, DC 20002
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint_form_4_11.pdf

Florida

Florida Commission for Independent Education
325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400
<http://www.fldoe.org/cie/complaint.asp>

Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Pl. #220, Tucker, GA 30084-5334
<http://gnpec.org/consumer-resources/>

Hawaii

Hawaii Postsecondary Education Authorization Program
P.O. Box 541, Honolulu, Hawaii 96809, hpeap@dcca.hawaii.gov
<http://cca.hawaii.gov/hpeap/student-complaint-process/>

Idaho

Idaho State Board of Education
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street, PO Box 83720, Boise, ID 83720-0037

Illinois

Illinois Board of Higher Education
431 East Adams, 2nd Floor, Springfield, Illinois 62701-1404
info@ibhe.org, Institutional Complaint Hotline: 217.557.7359

Indiana

Indiana Board for Proprietary Education, Attn: Director of Regulatory Compliance
302 W Washington Street, Room E201, Indianapolis IN 46204
<http://www.in.gov/che/2744.htm>

Iowa

Iowa Student Aid Commission
450 E. Grand Ave., 3rd Floor, Des Moines, IA 50309
info@iowacollegeaid.gov, <https://www.iowacollegeaid.gov/content/constituent-request-review>

Kansas

Kansas Board of Regents
1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368
<https://kansasregents.org/form.cfm?formID=1>

Kentucky

Kentucky Council on Postsecondary Education
1024 Capital Center Dr. #320, Frankfort, KY 40601-7512
Sarah.levy@ky.gov

Office of the Attorney General
700 Capitol Avenue, Suite 118, Frankfort, KY 40601-3449
consumer.protection@ag.ky.gov
<http://ag.ky.gov/civil/consumerprotection/complaints/Pages/default.aspx>

Louisiana

Louisiana Board of Regents, Attn: Nancy Beall or Dr. Larry Trembly,
PO Box 3677, Baton Rouge, LA 70821-3677
<http://www.regentsfiles.org/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf>

Louisiana Attorney General Office, Consumer Protection Section,
PO Box 94005, Baton Rouge, LA 70804
ConsumerInfo@ag.state.la.us, 1.800.351.4889, 225.326.6465
<http://www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15>

Maine

Maine Department of Education, Anita Bernhardt - Complaints,
23 State House Station, Augusta, ME 04333-0023

Maine Attorney General, Consumer Protection Division,
6 State House Station, Augusta, ME 04333
http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

Maryland

Maryland Higher Education Commission

6 North Liberty Street, 10th Floor, Baltimore, MD 21201, 410.767.3388

<http://www.mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf>

Office of the Attorney General, Consumer Protection Division

200 St. Paul Place, Baltimore, MD 21202

Consumer Protection Hotline: 410.528.8662, consumer@oag.state.md.us

<http://www.oag.state.md.us/Consumer/complaint.htm>

Massachusetts

Massachusetts Board of Higher Education

One Ashburton Place, Room 1401, Boston, MA 02108

<http://www.mass.edu/forstudents/complaints/complaintprocess.asp>

Michigan

Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services,
Licensing Division, Proprietary School Unit Staff

201 N. Washington Sq., Lansing, MI 48913

http://www.michigan.gov/lara/0,4601,7-154-35299_61343_35395_35396---,00.html

Minnesota

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227

<http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

Mississippi

Mississippi Commission on College Accreditation

3825 Ridgewood Road, Jackson, MS 39211-6453

<http://www.mississippi.edu/mcca/downloads/studentcomplaintform.pdf>

Consumer Protection Division, Office of the Attorney General

PO Box 22947, Jackson, MS 39225-2947

<http://www.ago.state.ms.us/index.php/contact> (email)

<http://www.ago.state.ms.us/wp-content/uploads/2013/08/Consumer-Complaint-Form.pdf>

Missouri

Missouri Department of Higher Education

205 Jefferson Street, PO Box 1469, Jefferson City, MO 65102-1469, info@dhe.mo.gov

Policy: <http://dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf>

Montana

Montana Board of Regents, Office of Commissioner of Higher Education

Montana University System, 2500 Broadway Street, PO Box 203201,

Helena, MT 59620-3201

Nebraska

Nebraska Coordinating Commission for Postsecondary Education
PO Box 95005, Lincoln, NE 68509-5005

Nebraska Attorney General

Consumer Protection Division, 2115 State Capitol, Lincoln, NE 68509
http://www.ago.state.ne.us/consumer/emailforms/consumer_complaint.htm
Consumer Protection Hotline: 800.727.6432

Nevada

Nevada Commission on Postsecondary Education
8778 S Maryland Parkway, Suite 115, Las Vegas, NV 89123
<http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>

New Hampshire

New Hampshire Department of Education
101 Pleasant Street, Concord, NH 03301, 603.271.0257, Patricia.Edes@doe.nh.gov

New Jersey

New Jersey Higher Education
PO Box 542, Trenton, NJ 08625, nj_che@che.state.nj.us

New Mexico

New Mexico Higher Education Department
2048 Galisteo, Santa Fe, NM 87505
<http://hed.state.nm.us/uploads/files/PPS/Overview/Complaint%20Form%20FY2014.doc>

New York

New York Office of College and University Evaluation
New York State Education Department, 5 North Mezzanine, Albany, NY 12234
ocueinfo@mail.nysed.gov
<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

North Carolina

Postsecondary Education Complaints, c/o Assistant Director of Licensure and Workforce
University of North Carolina General Administration
910 Raleigh Road, Chapel Hill, NC 27515
919.962.4558, studentcomplaint@northcarolina.edu

North Dakota

North Dakota Consumer Protection Division, Office of Attorney General
Parrell Grossman, Director, Consumer Protection Division, 701.328.5570
Gateway Professional Center, 1050 E Interstate Ave. Suite 200,
Bismarck, ND 58503-5574, <http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf>

Ohio

Ohio Board of Regents
25 South Front Street, Columbus, OH 43215-4183

Ohio Attorney General, Consumer Protection Section
30 E. Broad St., 14th floor, Columbus, OH 43215-3400
<http://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-A-Complaint.aspx>

Oklahoma

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200, Oklahoma City, OK 73104
<http://www.okhighered.org/current-college-students/complaints.shtml>

Oklahoma Office of the Attorney General, Consumer Protection Unit
Attn: Investigative Analyst, 313 NE 21st Street, Oklahoma City, OK 73105
<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

Oregon

Oregon Higher Education Coordinating Commission
Office of Degree Authorization, 775 Court Street NE, Salem, OR 97301

Oregon Attorney General, Financial Fraud/Consumer Protection Section
1162 Court St. NE, Salem, OR 97301-4096
http://www.doj.state.or.us/consumer/pdf/consumer_complaint.pdf

Pennsylvania

Pennsylvania Department of Education
333 Market Street, Harrisburg, PA 17126-0333
http://www.education.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474

Office of Attorney General, Bureau of Consumer Protection
14th Floor, Strawberry Square, Harrisburg, PA 17120
http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf

Rhode Island

Rhode Island Board of Governors for Higher Education
Shepard Building, 80 Washington Street, Providence, RI 02903

Rhode Island Department of Attorney General, Consumer Protection Unit
150 South Main Street, Providence, RI 02903
<http://www.riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf>
<http://www.ribghe.org/8a1031912.pdf>

South Carolina

South Carolina Commission on Higher Education
1122 Lady St., Suite 300, Columbia, SC 29201, 803.737.3918
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

South Dakota

South Dakota Secretary of State Jason M. Gant, State Capitol
500 East Capitol Avenue, Pierre, SD 57501-5070
sdsos@state.sd.us

South Dakota Office of Attorney General, Division of Consumer Protection
1302 E Hwy 14 Suite 3, Pierre, SD 57501-8053
<http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx>

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900, Nashville, TN 37243
<http://www.tn.gov/thecc/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf>

Office of the Attorney General
Consumer Protection Division, PO Box 12548, Austin, TX 78711-2548
<https://www.oag.state.tx.us/consumer/complaintform.pdf>

Texas

Texas Higher Education Coordinating Board
1200 E. Anderson Lane, Austin, TX 78752
<http://www.theccb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>

Utah

Utah Division of Consumer Protection
160 East 300 South, Salt Lake City, Utah 84111
consumerprotection@utah.gov, <http://consumerprotection.utah.gov/complaints/index.html>

Vermont

Vermont Agency of Education, State Board of Education
120 State Street, Montpelier, VT 05620-2501, AOE.EdInfo@state.vt.us

Vermont Attorney General's Office
109 State Street, Montpelier, VT 05609-1001

Virginia

State Council of Higher Education for Virginia
101 N. 14th St., James Monroe Building, Richmond, VA 23219
communications@schev.edu, <http://www.schev.edu/students/studentcomplaint.asp>

Washington

Washington Student Achievement Council
917 Lakeridge Way, PO Box 43430, Olympia, WA 98504-3430, dainfo@wsac.wa.gov
<http://wsac.wa.gov/protecting-education-consumers>

West Virginia

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd E., Suite 700, Charleston, WV 25301-2800

West Virginia Office of the Attorney General, Consumer Protection Division
PO Box 1789, Charleston, WV 25326-1789

See also: https://www.wvhepc.org/resources/Complaint_Process.pdf

Wisconsin

Wisconsin Educational Approval Board
201 W. Washington Avenue, 3rd Floor, PO Box 8696, Madison, WI 53708
eabmail@eab.wisconsin.gov, <http://eab.state.wi.us/resources/complaint.asp>

Wyoming

Wyoming Department of Education
2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, WY 82002-0050
<http://edu.wyoming.gov/downloads/schools/student-complaint-process.docx>

Attorney General's Office
123 Capitol Building, 200 W. 24th Street, Cheyenne, WY 82002

Puerto Rico

Puerto Rico Council on Higher Education
PO Box 1900, San Juan, Puerto Rico 00910-1900

Puerto Rico Department of Justice
PO Box 9020192, San Juan, Puerto Rico 00902-0192

U.S. Virgin Islands

Government of the United States Virgin Islands
Department of Education, Office of the Commissioner
1834 Kongens Gade, St. Thomas, V.I. 00802

PROGRAMS OF STUDY – CHICAGO CAMPUS

Adler University is committed to serving students with diverse needs through multiple degree options. A number of degree programs, certificates, and concentrations can be completed on either a full-time or part-time basis via online, blended, or traditional on-ground delivery methods. It is strongly recommended that students pursuing a counseling or clinical psychology degree 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:

Counseling: Art Therapy

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

Certificate Programs in:

- Substance Abuse Counseling
- Couple and Family Therapy

Doctor of Couple and Family Therapy

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 and Behavioral Medicine
- Traumatic Stress Psychology
- Substance Abuse

M.A. IN COUNSELING: ART THERAPY

Program Overview

Adler University Counseling: Art Therapy program provides 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 program focuses on the process of art-making for self-expression and communication.

After completing graduate studies and 1,000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). 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 10 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 (LPC) examination. After receiving this license, a practitioner may work to complete additional requirements in order to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. 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. Students wishing to seek licensure outside of the state of Illinois are strongly encouraged to research the requirements to sit for licensure for each state or province in which they wish to practice. An online search on a state's or province's website is a useful source of this information. 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 coursework.
- 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 University.

- Eighteen 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:

* MAT-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, Counseling and Psychotherapy	3 cr.
* MAT-345	Appraisal in Art Therapy, Counseling and Psychotherapy (w/lab)	3 cr.
* MAT-346	Use of Art Therapy in Group Psychotherapy and Psychopathology	3 cr.
MAT-350	Community Psychology	3 cr.
* MAT-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAT-433	Parent Education: Adlerian Theory and Interventions	2 cr.
MAT-438	Introduction to Addictive Disorders	3 cr.
* MAT-450	Lifespan Development in Art Therapy, Counseling and Psychotherapy	3 cr.
MAT-451	Sociocultural and Multicultural Approaches in Art Therapy, Counseling and Psychotherapy	3 cr.
MAT-452	Theories and Methods of Intervention in Art Therapy I: Couples, Families and Older Adults	3 cr.
* MAT-453	Theories and Methods of Intervention in Art Therapy II: Trauma, Loss, Grief and Bereavement	3 cr.
MAT-466	Studio Art in Therapy, Counseling and Psychopathology	3 cr.
MAT-467	MAT Practicum Seminar I	2 cr.
MAT-468	MAT Practicum Seminar II	2 cr.
* MAT-472	Basic Skills for Psychotherapy and the Use of Art Therapy (w/ lab)	3 cr.
MAT-480	MAT Practicum I	1 cr.
MAT-481	MAT Practicum II	1 cr.
MAT-497	Research Methods in Art Therapy, Counseling and Psychotherapy	3 cr.
* MAT-505	Professional Development, Issues and Ethics in Art Therapy, Counseling and Psychopathology	3 cr.

MAT-506	Neuroscience in Art Therapy, Counseling and Psychology: Special Populations	3 cr.
MAT-569	Lifestyle and Career Development	3 cr.
MAT-647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
MAT-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours Required = 63

* = Required before beginning art therapy practicum

Elective Option:

MAT-507	International Immersion and Cross-Cultural Studies	0 cr.
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Curriculum Sequence

YEAR ONE

Fall Term

MAT-210	Professional Development Seminar	0 cr.
MAT-344	Historical and Theoretical Perspectives of Art Therapy, Counseling and Psychotherapy	3 cr.
PCO-350	Community Psychology	3 cr.
MAT-450	Lifespan Development in Art Therapy, Counseling and Psychotherapy	3 cr.
MAT-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	Appraisal in Art Therapy, Counseling and Psychotherapy (w/lab)	3 cr.
MAT-346	The Use of Art Therapy in Group Psychotherapy and Psychopathology	3 cr.
MAT-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAT-472	Basic Skills for Psychotherapy and the Use of 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	Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-466	Studio Art in Art Therapy, Counseling and Psychotherapy	3 cr.
MAT-505	Professional Development – Issues and Ethics in Art Therapy	3 cr.

Term Credits = 11

YEAR TWO**Fall Term**

MAT-438	Introduction to Addictive Disorders	3 cr.
MAT-453	Theories and Methods of Intervention in Art Therapy II: Trauma, Loss, Grief and Bereavement	3 cr.
MAT-467	Art Therapy Practicum Seminar I	2 cr.
MAT-480	Art Therapy Practicum I	1 cr.
MAT-506	Neuroscience in Art Therapy, Counseling, and Psychotherapy	3 cr.

Term Credits = 12**Spring Term**

MAT-452	Theories and Methods of Art Therapy Intervention I: Couples, Families and Older Adults	3 cr.
MAT-468	Art Therapy Practicum Seminar II	2 cr.
MAT-481	Art Therapy Practicum II	1 cr.
MAT-497	Research Methods in Art Therapy, Counseling, and Psychotherapy	3 cr.

Term Credits = 9**Summer Term**

MAT-433	Parent Education: Adlerian Theory and Interventions	2 cr.
MAT-569	Lifestyle and Career Development	3 cr.
MAT-469	Art Therapy Practicum Seminar III (if needed)	(1 cr.)
PCO-610	Practicum Continued (if needed)	0 cr.
MAT-995	Master's Clinical Qualifying Examination	0 cr.

Term Credits = 5(6)**Total Credit Hours = 63 (64 credits if MAT-469 is needed)****Graduation Requirements**

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

Practicum

An integral part of all master's programs offered at Adler is the acquisition of practical counseling and scholarly skills gained in field placements. Ongoing involvement in counseling and scholarly activities at professional training sites, including 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 coursework. Practicum training requirements begin with a first year Community Service Practicum (CSP) 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 CSP site and must concurrently enroll in required coursework. A minimum of 200 clock hours of CSP is required. At least one of the following courses must be taken concurrently with CSP I & II (PCO-213 and PCO-214): Community Psychology (MAT-350), Professional Development, Issues and Ethics (MAT-505), and/or Introduction to Adlerian Psychology and Psychopathology (MAT-402).

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, with 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 12-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-469, 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 full-time course load over three terms for each of the two years. 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.

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. Students wishing to seek licensure outside of the state of Illinois are strongly encouraged to research the requirements to sit for licensure for each state or province in which they wish to practice.

M.A. IN COUNSELING: SPECIALIZATION IN CLINICAL MENTAL HEALTH COUNSELING

Program Overview

The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) prepares 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 M.A. in Counseling–CMHC program consists 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 day 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 and 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-master's 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 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 coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.

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

Degree Requirements

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	Couple 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 and Seminar	2 cr.
CMHC-694	CMHC Internship and Seminar I	2 cr.
CMHC-698	CMHC Internship and Seminar II	2 cr.

CMHC Comprehensive Examination

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

Note:

1. Courses denoted with an asterisk are practicum prerequisites, 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.*

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.
5. Passing grade on the Counselor Preparation Comprehensive Exam.
6. Submission of Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling-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 at the Chicago campus, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework.

Community Service Practicum

Practicum training requirements begin with a first year Community Service Practicum (CSP) 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 CSP site and must concurrently enroll in required coursework. A minimum of 200 clock hours of CSP 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 University.

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 of 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 and group counseling, assessment, and intake.

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.

During the academic year, the Adler Training Department will assist students with the application process prior to the actual field placement. The University has a pool of approved training sites in various mental health settings and service themes. Details of the requirements and application process for the CMHC practicum and internship can be found in the CMHC Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at adler.edu, or from the 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: SPECIALIZATION IN FORENSIC PSYCHOLOGY

Program Overview

The Master of Arts in Counseling: Specialization in Forensic Psychology (MACF) prepares students to apply theory and foundational counseling skills as well as forensic psychology. The program offers traditional graduate degree training coupled with an emphasis on education and training in socially responsible practice. The specialization in forensic psychology consists of specialized coursework in forensic evaluation and treatment in all four forensic populations including criminal, civil, corrections, and first responders. The specialized forensic courses are part of the comprehensive counseling education curriculum, and graduates are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors, and forensic services. The program combines rigorous academic instruction with field placements through which students achieve hands-on experience under the supervision of licensed professionals. This comprehensive program can be completed in a two-year period as a full-time student, including summer semesters. Graduates are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in the state of Illinois. In addition, students are provided with the opportunity to apply for the National Counselor Credential (NCC) and to take the National Counselor Exam (NCE) prior to graduation. Upon degree completion, students can submit their passing NCE scores to the state board toward the fulfillment of state licensing requirements. It should be noted that while not all states require the NCE exam, students are strongly encouraged to take it.

Although this 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 Adler University. 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 counseling.org and the National Board of Certified Counselors at 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 coursework. Exceptions may be made for applicants who demonstrate outstanding academic performance or academic ability in other ways.

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

Degree Requirements

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

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.
MACF-500	MACF Professional Development Seminar	0 cr.
MACF-506	Roles and Directions in Forensic Psychology	3 cr.
MACF-507	Counseling in Forensic Populations	3 cr.
MACF-508	Violence, Aggression, and Social Deviance	3 cr.
MACF-509	Trauma, Victimology, Theory, Practice & Advanced Counseling Skills	3 cr.
* COUN-518	Adlerian Theory and 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 Behavior	3 cr.
COUN-536	Counseling Multicultural Communities	3 cr.
COUN-550	Preparation for Applied Thesis (for Canadian students only)	0 cr.
COUN-551	M.A. Thesis I (for Canadian students only)	1 cr.
COUN-552	M.A. Thesis II (for Canadian students only)	1 cr.
COUN-540	Group Counseling	3 cr.
COUN-618	Couple and Family Counseling	3 cr.
* COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Development	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Intervention	3 cr.
COUN-630	Addictions Counseling	3 cr.
MACF-680	MACF Counseling Practicum and Seminar	2 cr.
MACF-682	MACF Counseling Internship and Seminar	2 cr.
MACF-683	MACF Counseling Internship and Seminar Continuation	2 cr.
MACF-995	Master's Clinical Qualifying Examination	0 cr.
Choose One Elective (see options below)		

Total Credit Hours Required = 64 (66 for Canadian students)

*Indicates courses are required prior to practicum/internship.

Elective Options:

MACF-515	Forensic Psychology for Law Enforcement	3 cr.
MACF-516	Sex Offender Treatment Theory and Practice	3 cr.
MACF-517	Psychology of Juvenile Justice Populations	3 cr.

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.
5. Successful completion of the MAC Comprehensive Examination.
6. Successful completion of the Counselor Preparation Comprehensive Exam (CPCE).
7. Successful completion of an M.A. thesis for students interested in license eligibility in Canada.
8. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
9. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the M.A. in Counseling: Specialization in Forensic Psychology degree.

Counseling Practicum and Internship

Professional practice is a key element of a student's training 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 University.

MACF 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 of 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 and group counseling, assessment, and intake.

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.

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

Counselor Preparation Comprehensive Examination

One of the graduation requirements for MACF students is successful completion of the comprehensive counseling examination. The Department of Counseling and Counselor Education at Adler University 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.

Thesis

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 University guidelines and American Psychological Association standards. The thesis is a requirement for credentialing in Canada.

M.A. IN COUNSELING: SPECIALIZATION IN REHABILITATION COUNSELING

Program Overview

The mission of the Master of Arts in Counseling: Specialization in Rehabilitation Counseling (MACR) program is to educate students in the profession of rehabilitation counseling, with a special emphasis on the provision of services that enhance the independence and quality of life for persons with disabilities. Special emphasis is placed on training students to become socially responsible practitioners who embrace diversity perspectives and who empower individuals with disabilities to build bridges across social, economic, cultural, racial, and political systems. The program will foster the development of social equality, justice, and respect for individuals with disabilities in the global community.

The MACR program is designed to provide students with a foundation in theories and methods of counseling with practical, supervised training in counseling techniques, in addition to specific training in the field of rehabilitation counseling. The program combines the best features of a traditional counseling program with Adler University's emphasis on education and training in socially responsible practice, systems change, and leadership in service to individuals with disabilities. Graduates of the program are well prepared for a wide variety of rehabilitation counseling and community mental health positions in human service agencies and organizations in both the public and private sectors.

The MACR program consists of:

- A comprehensive theoretical curriculum (counseling, rehabilitation counseling, and Adlerian foundations) and supervised field experiences of 64 credit hours. This comprehensive graduate program can be completed in 24 months of full-time attendance.
- Clinical field experience, which is conducted through a supervised practicum (100 hours) and internship (600 hours). Through a large network of community partners, students are able to complete their clinical 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.

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 and evening options; some classes are offered in an online format.

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 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 Adler University. 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 nbcc.org/directory. More information about the field of rehabilitation counseling can be found at arcaweb.org and crccertification.com.

Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways

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

Degree Requirements

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-630	Addictions Counseling	3 cr.
MACR-638	Advocacy, Community Outreach & Case Management in Rehabilitation Counseling	3 cr.
MACR-639	Individual Appraisal and Assessment Methods in RC	3 cr.
MACR-642	Career Development, Vocational Rehabilitation, & Job Placement	3 cr.
	Elective	3 cr.

Field Training and Seminars

MACR-211	Community Service Seminar I	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-557	MACR Practicum and Seminar	2 cr.
MACR-657	MACR Internship and Seminar I	2 cr.
MACR-658	MACR Internship and Seminar II	2 cr.

Total Credit Hours Required = 64

*Courses denoted with an asterisk are practicum prerequisites, 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.

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 C.
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 coursework.

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 CSP site and must concurrently enroll in required coursework. A minimum of 200 clock hours of CSP is required. Part-time students may spend fewer 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 University.

The MACR field training is composed of two phases: 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 University 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 University has a pool of approved training sites in various mental health settings and service themes. Details about requirements and application process for the MACR practicum and internship can be found in Adler University Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at adler.edu, or from your academic advisor or program director.

M.A. IN COUNSELING: SPECIALIZATION IN SPORT AND HEALTH PSYCHOLOGY

Program Overview

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. Sport and health psychology share many synergies, including the necessity to manage overt and covert behaviors that often conflict with challenges posed by 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 University's emphasis on the education and training in socially responsible practice.

Licensure and 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 NCC credential and to take the National Counselor Examination (NCE) before graduation. Upon degree completion, students can submit their passing NCE scores to the 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 specific 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 that licensure requirements in some states may require them to take courses beyond those currently required by Adler University. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly, and 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 (counseling.org) or Association of State and Provincial Psychology Boards at asppb.org.

The Master's in Counseling: Specialization in Sport and 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 and 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 coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.

Approved applicants will be invited 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 and 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 and 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 and Health	3 cr.
COUN-618	Couple 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.
MASH-636	Biological Bases of Behavior in Sport and Health Psychology	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 and Seminar	2 cr.
MASH-682	MASH Counseling Internship and Seminar I	2 cr.
MASH-684	MASH Counseling Internship and Seminar II	2 cr.
MASH-681	Sport and Health Externship and Seminar I	1 cr.
MASH-683	Sport and Health Externship and Seminar II	1 cr.
MASH-685	Sport and Health Externship and Seminar III	1 cr.

Comprehensive Examination

MASH 995	MASH Comprehensive Examination	0 cr.
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Total Credit Hours Required = 70

*Courses denoted with an asterisk are practicum prerequisites, 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.

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 C.
7. Submission of Graduation Application and full payment of all outstanding tuition and fees.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Sport and 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 coursework.

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

Community Service Practicum (CSP)

Practicum training requirements begin with a first year Community Service Practicum (CSP) 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 CSP site and must concurrently enroll in required coursework. A minimum of 200 clock hours of CSP is required. Part-time students may spend fewer 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 a student's training 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 University.

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 of field work, consisting of 40 hours of 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 and group counseling, assessment, and intake.

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 University 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 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 and 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 Adler University 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 the MASH 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 (two credits).

M.A. IN COUPLE AND FAMILY THERAPY

Program Overview

Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for membership in the American Association for Marriage and Family Therapy (AAMFT). CFTs are mental health professionals who recognize that relationships and patterns of engaging influence individual and relational functioning and therefore need to be part of the therapy process. CFTs 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 MCFT curriculum and supervised training are intended to help graduates meet 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. Students should be aware that LMFT requirements can vary significantly from state to state in their expectations of practicum hours and coursework. It is vital that students identify the licensure requirements for the state(s) in which they intend to practice and seek guidance from their advisors to create an educational and training plan that will meet the criteria for each specific state.

The CFT 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 MCFT 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 nine 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 University.

Degree Requirements

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

* MCFT-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.
MCFT-337	Group Psychotherapy	3 cr.
MCFT-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
MCFT-438	Introduction to Addictive Disorders	3 cr.
* MCFT-472	Basic Skills of Therapy for CFTs	3 cr.
MCFT-497	Research Methods	3 cr.
* MCFT-505	Professional Development: Issues and Ethics	3 cr.
* MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.
* MCFT-650	Overview of Post-Modern Approaches to Couple and Family Therapy	3 cr.
* MCFT-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
* MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-655	Couples Therapy: Theory and Techniques	3 cr.
* MCFT-660	Issues of Culture and Diversity in Couple and Family Therapy	3 cr.
* MCFT-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
MCFT-663	Family Therapy: Theory and Techniques	3 cr.
MCFT-664	Practicum in Couple and Family I	1 cr.
MCFT-665	Practicum in Couple and Family II	1 cr.
MCFT-667	M.A. Practicum Seminar in Couple and Family I	3 cr.
MCFT-668	M.A. Practicum Seminar in Couple and Family II	3 cr.
MCFT-669	M.A. Practicum Seminar in Couple and Family III	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.
MCFT-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours Required = 60

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

MCFT-210	Professional Development Seminar I	0 cr.
MCFT-472	Basic Skills of Therapy for CFTs	3 cr.
MCFT-505	Professional Development: Issues and Ethics	3 cr.
MCFT-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.
MCFT-337	Group Psychotherapy	3 cr.
MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-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.
PCO-214	Community Service Practicum II	1 cr.
MCFT-650	Overview of Post-Modern Approaches to Couple and Family Therapy	3 cr.
MCFT-660	Issues of Culture and Diversity in Couple and Family Therapy	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

MCFT-497	Research Methods	3 cr.
MCFT-663	Family Therapy: Theory and Techniques	3 cr.
MCFT-664	Practicum in Couple and Family I	1 cr.
MCFT-667	M.A. Practicum Seminar in Couple and Family I	3 cr.
MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.

Term Credits = 13

Spring Term

MCFT-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
MCFT-655	Couples Therapy: Theory and Techniques	3 cr.
MCFT-665	Practicum in Couple and Family II	1 cr.
MCFT-668	M.A. Practicum Seminar in Couple and Family II	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.

Term Credits = 13

Summer Term

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

Term Credits = 6**Total Credit Hours Required = 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 CFT Master's Clinical Qualifying Examination (MAQE).
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

Program-Specific Practicum

Students in the MCFT program acquire and develop practical clinical skills in couple and family therapy through a clinical practicum. The clinical practicum usually occurs in the second year of the program. Students spend roughly 20 hours per week for 12 months at an approved practicum site. The practicum is comprised of a minimum of 700 clock hours, which include a number of direct service hours with individuals, couples, and families determined by the CFT department. The Departments of Training and Community Service and the faculty of the MCFT 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.

Three-Year Option

For a variety of reasons, MCFT students may need to complete the program in three years. In this option, the student does the clinical practicum in the third year of the program. During the second year, the student takes most of the courses for that year. The exceptions are Family Therapy: Theory and Techniques (MCFT-663) and Couple Therapy: Theory and Technique (MCFT-655). These courses are particularly valuable to students during their practicum experience.

M.A. IN CRIMINOLOGY (ONLINE)

Program Overview

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 in coping with issues such as prison overcrowding 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 range of employment options 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, nonprofit agencies, and government entities.

This 36-credit program is offered entirely online and can be completed in 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 coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.

Approved applicants will be invited 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:

CRIM-500	Criminological Theory	3 cr.
CRIM-501	Juvenile Justice	3 cr.
CRIM-502	Social Psychology and Individual Diversity	3 cr.
CRIM-503	Special Topics: Impacts of Drug Policy	3 cr.
CRIM-504	Mental Health Intersections in Criminal Justice	3 cr.
CRIM-505	Race, Class, Gender, and Justice	3 cr.
CRIM-506	Public Policy Issues in Criminal Justice	3 cr.
CRIM-507	Research Methods	3 cr.
CRIM-508	Comparative Criminal Justice Systems	3 cr.
CRIM-509	Criminal Justice Processes and Institutions	3 cr.
CRIM-510	Community Psychology in Criminal Justice	3 cr.
CRIM-511	Examining Contemporary Issues in Criminal Justice	3 cr.

Total Credit Hours Required = 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.
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)

Program Overview

Industrial-Organizational (I/O) psychology is one of psychology's fastest-growing specialties: the scientific study of how people shape organizations and how the workplace impacts human beings, the groups to which they belong, and the communities in which they live. I/O professionals apply that expertise to working with individuals, leaders, groups, organizations, communities, and systems to promote both individual and organizational effectiveness.

Our comprehensive Master of Arts in Industrial and Organizational Psychology program trains students in the critical areas of measurement, selection, learning and development, talent management, and performance management. We prepare I/O professionals with insight, innovation, and skills to address today's complex organizational issues of workplace diversity and inclusiveness, employee performance, change management, organizational culture, team building, and more.

Adler University applies a unique emphasis on social justice, socially responsible practice, and inclusion. We do so through intensive online coursework that culminates with a Socially Responsible Action Plan that addresses real-world organizational issues. Our students and faculty embrace a broad range of perspectives and theoretical approaches. They explore techniques to build and maintain bridges across social, economic, cultural, and racial differences through applied case studies. Our program is designed to give students the skills to identify and address shared problems, and fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action.

Our students are well prepared for a variety of in-demand positions. I/O practitioners work in:

- Recruitment and selection
- Performance management
- Job analysis
- Research and statistics
- Survey design
- Change management
- Organizational development
- Executive coaching
- Group and team dynamics
- Instructional design and training development

These positions are available in a wide range of industries including healthcare, technology, education, hospitality, government, marketing, engineering, banking, and manufacturing.

Program Objectives

Upon completion of this degree program, graduates will be able to:

1. Recognize underlying business challenges and key stakeholders involved.
2. Integrate social justice to recognize and acknowledge individual differences and how they influence organizations.

3. Identify and assess organizational efforts toward social responsibility and corporate citizenship.
4. Use data and evidence-based practices to inform ethical decision-making.
5. Develop legally defensible talent management systems.
6. Apply I/O and psychological theories to deliver solutions that promote organizational effectiveness.
7. Deepen self-awareness and personal growth for life-long learning as an I/O practitioner.

Online Delivery

This 37-credit program is offered entirely online and can be completed in six semesters with at least two admissions (fall and spring entry) per year, making it an attractive option for students who may be currently employed. All components of this program can be accessed through an Internet browser running on an IBM PC (Windows or Linux) or Apple Macintosh (Apple OS). Students must have access to a broadband Internet connection and a personal computer manufactured within the last three years.

Minimum Admission Requirements

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

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

- A baccalaureate degree from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international school
- A GPA of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework

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-502	Organizational Theory	3 cr.
MIO-503	Research Methods	3 cr.
MIO-504	Organizational Development and Change	3 cr.
MIO-506	Statistics	3 cr.
MIO-507	Consumer and Employee Attitudes	3 cr.
MIO-509	Group Dynamics	3 cr.
MIO-510	Executive Coaching	3 cr.
MIO-511	Training: Theory, Design, and Evaluation	3 cr.
MIO-512	Talent Selection and Recruitment	3 cr.
MIO-515	Social Responsibility Action Plan	1 cr.
MIO-517	Talent Management	3 cr.
MIO-518	Consulting Skills	3 cr.
MIO-519	Performance Management	3 cr.

Total Credit Hours Required = 37

NOTE:

Students take two classes concurrently per semester (with the addition of MIO-515 Social Responsibility Action Plan during their final term).

Classes are typically eight weeks long.

Courses in the first year semesters 1, 2, and 3 have a fixed order. Courses in the second year semesters 4, 5, and 6 can be taken in any order except for MIO 515 Social Responsibility Action Plan which is fixed as the final course in the program.

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

Curriculum Sequence

Fall Admissions

YEAR ONE

Fall Term (1)

MIO-517	Talent Management (8 weeks)	3 cr.
MIO-502	Organizational Theory (8 weeks)	3 cr.

Term Credits = 6

Spring Term (2)

MIO-504	Organizational Development and Change (8 weeks)	3 cr.
MIO-503	Research Methods (8 weeks)	3 cr.

Term Credits = 6

Summer Term (3)

MIO-506	Statistics (8 weeks)	3 cr.
MIO-518	Consulting Skills (8 weeks)	3 cr.

Term Credits = 6

YEAR TWO

Fall Term (4)

MIO-509	Group Dynamics (8 weeks)	3 cr.
MIO-512	Talent Selection and Recruitment (8 weeks)	3 cr.

Term Credits = 6

Spring Term (5)

MIO-519	Performance Management (8 weeks)	3 cr.
MIO-507	Consumer and Employee Attitudes (8 weeks)	3 cr.
	<i>Application for Social Responsibility Action Plan due</i>	

Term Credits = 6

Summer Term (6)

MIO-510	Executive Coaching (8 weeks)	3 cr.
MIO-511	Training: Theory, Design, and Evaluation (8 weeks)	3 cr.
MIO-515	Social Responsibility Action Plan (8 weeks)	1 cr.

Term Credits = 7

Total Credit Hours = 37

Spring Admissions

YEAR ONE

Spring Term (1)

MIO-517	Talent Management (8 weeks)	3 cr.
MIO-502	Organizational Theory (8 weeks)	3 cr.

Term Credits = 6

Summer Term (2)

MIO-504	Organizational Development and Change (8 weeks)	3 cr.
MIO-503	Research Methods (8 weeks)	3 cr.

Term Credits = 6

Fall Term (3)

MIO-506	Statistics (8 weeks)	3 cr.
MIO-518	Consulting Skills (8 weeks)	3 cr.

Term Credits = 6

YEAR TWO

Spring Term (4)

MIO-519	Performance Management (8 weeks)	3 cr.
MIO-507	Consumer and Employee Attitudes (8 weeks)	3 cr.

Term Credits = 6

Summer Term (5)

MIO-510	Executive Coaching (8 weeks)	3 cr.
MIO-511	Training: Theory, Design, and Evaluation (8 weeks)	3 cr.

Application for Social Responsibility Action Plan due

Term Credits = 6

Fall Term (6)

MIO-509	Group Dynamics (8 weeks)	3 cr.
MIO-512	Talent Selection and Recruitment (8 weeks)	3 cr.
MIO-515	Social Responsibility Action Plan (8 weeks)	1 cr.

Term Credits = 7

Total Credit Hours = 37

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 Arts in Industrial and Organizational Psychology.

M.A. IN EMERGENCY MANAGEMENT LEADERSHIP (ONLINE)

Program Overview

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 Adler University's Master of Arts 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 M.A. 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 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 for the M.A. in Emergency Management Leadership 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 coursework. Exceptions may be made for applicants who demonstrate outstanding 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 Leadership 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 Required = 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.

Term Credits = 6

Spring Term

EML-508	Group, Organization, and System Development	3 cr.
EML-509	Private Sector Emergency Management Strategies	3 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, along with 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 eight 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 Community Engagement Project (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 EML-507 – Research Methods for Emergency Management Leaders.

The spring term of the second year will commence with a 15-week CEP – Service Learning and Seminar, along with 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 five-module seminar on leadership skills and cultural competence in social justice education. At the culmination of the CEP, students will assemble 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, and identify the skills they have acquired and how the entire experience has influenced them as a professionals.

Finally, during the summer term of their second year, students will enroll in EML-512 – Capstone Project, along with 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 develop 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 Residency Weekends.
3. Satisfactory completion of 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.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

M.A. IN PSYCHOLOGY: SPECIALIZATION IN MILITARY PSYCHOLOGY (ONLINE)

Program Overview

The Master of Arts Degree in Psychology with an emphasis in Military Psychology (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 or 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 such as selecting recruits for the armed forces and 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 MAMP 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 coursework. 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: Specialization in Military Psychology 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	Psychological 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 Required = 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.
MAMP-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.

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 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.

Term Credits = 7

Total Credit Hours = 37

Graduation Requirements

1. Satisfactory completion of the 37 credit hours of required coursework.
2. Successful completion of the Capstone Project.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

M.A. IN PUBLIC POLICY AND ADMINISTRATION – CONCENTRATIONS IN URBAN MENTAL HEALTH AND HUMAN RIGHTS

Program Overview

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, more than 50 percent of the world's population now lives in urban areas. These migratory patterns and other challenges facing urban life span the spectrum of opportunities from prosperity to concerns for sustainable life styles and social inclusion. Considering both the opportunities and problems urbanization generates, the goal of the MAPPA 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 University's emphasis on being a socially responsible practitioner.

The MAPPA 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 coursework with a minimum of 27 hours of public policy and administration core coursework and nine hours of concentration coursework 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 is the ability to articulate and apply new perspectives in policy discussions. In helping students achieve these competencies, the MAPPA 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 coursework. Exceptions may be made for applicants who demonstrate outstanding academic performance or academic ability in other ways.

- The equivalent of one introductory course in micro-economics and one quantitative reasoning course which can be in mathematics, logic, 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 University.

Approved applicants will be invited 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 capstone/fieldwork

Nine credit hours within one area of concentration:

Urban Mental Health Concentration Curriculum

PPA-509	Health Determinants and Outcomes	3 cr.
PPA-510	Public Health and Population Mental Health Research and Promotion	3 cr.
PPA-511	Topics in Urban Policy – Critical Urban Mental Health Issues	3 cr.

Human Rights Concentration Curriculum

PPA-512	Human Rights Policies and Outcomes	3 cr.
PPA-513	The Human Right to Health	3 cr.
PPA-514	Topics in Urban Policy – Contemporary Human Rights Issues	3 cr.

Total Credit Hours Required = 36

Curriculum Sequence

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-509	Health Determinants and Outcomes	3 cr.

Term Credits = 6

Summer Term

PPA-503	Collaborative Policy Making and Civic Engagement	3 cr.
PPA-504	Public Finance	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-508	Capstone/Fieldwork Experience in Public Policy (CEP)	3 cr.

Term Credits = 6

Summer Term

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

Term Credits = 6

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-512	Human Rights Policies and Outcomes	3 cr.

Term Credits = 6**Summer Term**

PPA-503	Collaborative Policy Making and Civic Engagement	3 cr.
PPA-504	Public Finance	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-508	Capstone/Fieldwork Experience in Public Policy (CEP)	3 cr.

Term Credits = 6**Summer Term**

PPA-514	Topics in Urban Policy – Contemporary Human Rights Issues	3 cr.
PPA-513	The Human Right to Health	3 cr.

Term Credits = 6**Total Credit Hours = 36**

FULL TIME CURRICULUM SEQUENCE (BOTH CONCENTRATIONS)

Students in the M.A. in Public Policy Administration program have the option of completing the program on a full-time basis. Students who choose this option would take 12 credit hours in each semester (as opposed to six credit hours for the part-time sequence), thus completing the required 36 credit hours in one academic year.

YEAR ONE**Fall Term**

PPA-500	Theories of Public Policy & Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
PPA-505	Research Methods I: Quantitative Research Methods	3 cr.
PPA-506	Research Methods II: Qualitative Research Methods	3 cr.

Term Credits = 12**Spring Term**

PPA-502	Ethics in Public Service	3 cr.
PPA-507	Organizational Theory in Public Administration	3 cr.
PPA-508	Capstone/Fieldwork Experience in Public Policy	3 cr.

Choose one of the following concentration courses:

PPA-509	Health Determinants and Outcomes (UMH Concentration)	3 cr.
PPA-512	Human Rights Policies and Outcomes (HR Concentration)	3 cr.

Term Credits = 12**Summer Term***Summer Term: Session One*

PPA-503	Collaborative Policy Making	3 cr.
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Choose one of the following concentration courses:

PPA-510	Public Health and Population Mental Health Research & Health Promotion (UMH Concentration)	3 cr.
PPA-513	Human Right to Health (HR Concentration)	3 cr.

*Session Credit Hours = 6**Summer Term: Session Two*

PPA-504	Public Finance	3 cr.
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Choose one of the following concentration courses:

PPA-511	Special Topics in Urban Mental Health (UMH Concentration)	3 cr.
PPA-514	Topics in Urban Policy: Contemporary Human Rights Issues (HR Concentration)	3 cr.

*Session Credit Hours = 6***Total Summer Term Credit Hours = 12****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.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

M.A. IN NONPROFIT MANAGEMENT (ONLINE)

Program Overview

The Master of Arts in Nonprofit Management (NPM) program is completely online and designed for students already working in, or interested in working in, the nonprofit sector. Students from any undergraduate background are welcome to apply.

The purpose of the NPM program is to provide students with the knowledge and skills needed for a successful leadership position in the nonprofit sector. The nonprofit sector is diverse and dynamic. The sector is growing, as is the need for well-prepared leaders capable of working across multiple environments and stakeholders. The curriculum explores issues facing nonprofit organizations and their leaders, and helps students master relevant skills, theories, and analytic tools for leading and managing effectively. Courses investigate the political, economic, legal, and social environments of nonprofit organizations, the unique role of the sector, and the importance of personal and professional development. Students develop skills in specific areas such as governance, fundraising, human resource management, financial management, grant writing, legal issues, and advocacy. Embedded in the curriculum are both theoretical and practical approaches to understanding and promoting civic engagement and participation.

The course content of the NPM program is centered upon developing socially responsible leaders who understand the important role of the nonprofit sector in promoting social justice and social change. A unique feature of the sector is that it is founded on the belief that individuals can come together to improve the conditions facing a particular community or group. Some activities for improving conditions include advocating for policy change or educating the public about particular issues. Still other activities may be the provision of services like counseling, medical care, employment training, or animal rescue. The cornerstone of this program is that this unique feature should be preserved and promoted, and students will be given the opportunity to learn about civic engagement, social justice, and social responsibility. Wherever possible, real-life issues and cases facing nonprofit organizations are integrated into course content.

Program Vision and Goals

The NPM program is a non-clinical program which prepares nimble nonprofit leaders capable of leading sustainable, innovative, and effective nonprofit organizations that promote social justice and foster civil society. The program will prepare graduates to be ethical, self-aware, accountable advocates capable of collaborating for social change.

The objectives of the program are to provide students with education and experience to develop their capacity to:

1. Discern and apply appropriate technical skills for managing, modifying, and sustaining the functions of nonprofit organizations, such as grant writing, managing staff and volunteers, working with boards, and planning.
2. Describe nonprofit administration theory and practice in historical, cultural, political, economic, and social contexts.
3. Explain the unique function of the nonprofit sector and the importance of preserving this function as a space wherein individuals can come together to address shared issues and needs.

4. Assess and respond effectively, using leadership skills and ethical decision making, to the myriad situations encountered by nonprofit managers.
5. Engage a broad range of individuals to identify the needs of the community and strategize ways to meet them.
6. Align organizational goals and tasks to further social justice and foster civil society in adherence with Adler University's mission.
7. Research organizational issues and propose action strategies.
8. Identify opportunities for personal and professional development of the self and others.

Minimum Admission Requirements

Applicants to the NPM 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 coursework. 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.

Curriculum Sequence

YEAR ONE

Fall Term

NPM-500	The Nonprofit Sector	3 cr.
NPM-501	Technical Skills for the Nonprofit Manager	3 cr.

Term Credits = 6

Spring Term

NPM-502	Professional and Personal Development Skills for the Nonprofit Leader	3 cr.
NPM-503	Nonprofit Governance, Leadership, and Ethics	3 cr.

Term Credits = 6

Summer Term

NPM-504	Philanthropy and Resource Development	3 cr.
NPM-505	Capstone One	3 cr.

Term Credits = 6

YEAR TWO

Fall Term

NPM-506	Research Methods for Social Impact	3 cr.
NPM-507	Advocacy	3 cr.

Term Credits = 6

Spring Term

NPM-508	Entrepreneurial Program Planning and Development for Social Change	3 cr.
NPM-509	Grant Writing	3 cr.
		Term Credits = 6

Summer Term

NPM-510	Human Resource and Volunteer Management	3 cr.
NPM-511	Capstone Two	3 cr.
		Term Credits = 6

Total Credit Hours = 36**Graduation Requirements**

1. Satisfactory completion of the 36 credit hours of required coursework.
2. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Nonprofit Management.

CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

Program Overview

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 coursework provides education in the theories, techniques, and 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 AODA 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 student's graduate studies at either the master's or doctoral level. Their 500 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 bachelor's, master's, 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 500-hour practicum.

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

Course Requirements

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

CES-438	Introduction to Addictive Disorders	3 cr.
CES-436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
CES-437	Treatment of Addictive Disorders	3 cr.
PCO-505	Professional Development, Issues, and Ethics	3 cr.
<i>or</i>		
COUN-532	Professional, Legal, and Ethics Issues	3 cr.

Specialized Practicum for Substance Abuse Certificate

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

Students should expect to spend from 10 to 20 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 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 semester credit hours of practicum (500 hours) coursework:

CES-447	M.A. Practicum in Substance Abuse Counseling I	1 cr.
CES-446	M.A. Practicum in Substance Abuse Counseling II	1 cr.
CES-445	Practicum in Substance Abuse Counseling I (250 clock hours)	1 cr.
CES-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 semester hour course on Professional Development, Issues, and Ethics.
3. Satisfactory completion of four semester hours of practicum coursework including 500 clock hours of AODA clinical practicum.

CERTIFICATE IN COUPLE AND FAMILY THERAPY

Program Overview

The Certificate in Couple and Family Therapy (CCFT) enables qualified professionals to develop specialized expertise in treating couples and families. Professionals with a master's degree in professional counseling, social work, psychology, and related health fields can build on prior training and experience by developing skills in couple and family therapy. These additional skills can enhance current clinical work in a variety of mental health settings.

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

The CCFT program is designed to help students meet the current academic and pre-degree training and education requirements for the Licensed Marriage and Family Therapy Program in Illinois. Since licensure requirements change periodically and vary from state to state, students should plan their curriculum carefully with their advisor in order to meet the criteria for the state where they intend to practice.

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

Requirements for Admission to the Certificate Program

Qualified professionals or students nearing completion of a master's degree program may apply for the CCFT program following the application procedures outlined in Adler University catalog. Approved applicants will be invited to a personal interview as a final step in the application process. Application requirements include:

- A master's degree in professional counseling, psychology, social work, or a related health field.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- Prerequisite graduate coursework including three semester hours in human development, professional ethics, research methods, psychopathology, and basic counseling skills.
- Practicum experience in the master's degree program.
- Post-master's experience is desirable but not required.

Students completing other Adler clinical programs wishing to add the CCFT will follow the application process for in-house candidates. Approved Adler students will have a personal interview as a final step in the application process.

Graduate-level CFT coursework completed in the applicant's master's degree program may be recognized for transfer of credit to the CCFT program. These courses will be evaluated on an individual basis by the CFT chair. Students lacking any of the graduate-level prerequisite courses listed above can take Adler University courses or the equivalent graduate courses at another college or university.

Certificate Requirements

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

MCFT-651:	Assessment of Treatment Planning with Individual Family Systems	3 cr.
MCFT-660:	Issues of Culture and Diversity in Couple and Family Therapy	3 cr.

Note: MCFT-651 is a prerequisite for the following classes:

MCFT-654:	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-662:	Modern Models of Couple and Family Therapy	3 cr.
MCFT-650:	Post-Modern Models of Couple and Family Therapy	3 cr.

Note: MAF-662 and MCFT-650 are prerequisites for the following classes:

MCFT-663:	Family Therapy: Theory and Techniques	3 cr.
MCFT-655:	Therapy with Couples: Theory and Technique	3 cr.
MCFT-664:	Practicum I in CFT	1 cr.
MCFT-665:	Practicum II in CFT (if needed)	1 cr.
MCFT-667:	M.A. Practicum Seminar in CFT I	3 cr.
MCFT-668:	M.A. Practicum Seminar in CFT II (if needed)	3 cr.
MCFT-995:	Master's Clinical Qualifying Exam	0 cr.

Total Credit Hours Required: 25-29 credits

Graduation Requirements

1. Satisfactory completion of all required courses.
2. Satisfactory completion of CFT practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of C.
4. Successful completion of the Master's Clinical Qualifying Examination.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Couple and Family Therapy.

CFT Practicum for Certificate Students

Students in the CCFT program will acquire and develop practical clinical skills in couple and family therapy through specialized field placements. Since the CCFT program is only open to students already holding a master's degree in a mental health discipline, it is assumed that such students have already completed a general clinical practicum. The CFT practicum, then, is an advanced specialty practicum.

Certificate students must complete MCFT-660, MCFT-651, MCFT-662, and MCFT-650 prior to beginning the CFT practicum. Students should expect to spend from 10 to 30 hours per week at an approved CFT practicum site. During practicum, students will enroll in CFT Practicum Seminar and CFT Practicum in CFT. The exact number of clock hours and direct clinical hours for practicum will be determined based on the student practicum experience and licensing requirements. A minimum of 400 clock hours of practicum is required, with 100 direct service hours with couples and/or families. The CFT practicum will be completed in 1-2 semesters.

The Department of Training and Community Service and the Chair of the Couple and Family Therapy program work in collaboration with certificate students to identify clinical experiences which will meet the specialized needs of the marriage and family therapy profession and the goals of the student. Additional resources are available in the Practicum Handbook and the database of CFT practicum sites available from the Training Department.

DOCTOR OF COUPLE AND FAMILY THERAPY

Program Overview

Designed for experienced clinicians as well as recent graduates of master's degree clinical programs, the Doctor of Couple and Family Therapy (DCFT) emphasizes excellence in clinical practice, training students to apply empirically based knowledge, research and techniques to therapy, training, and clinical supervision. Graduates of the program will be positioned to make a significant contribution to the practice of CFT through supervision, education, leadership, and scholarly work. The DCFT program uses an experiential learning model with an in-depth focus on the self of the therapist.

The DCFT program emphasizes a systems perspective, enabling practitioners to understand children, individuals, couples, and families in the context of complex relational, family, and societal dynamics. Our students are trained to provide therapy for individuals, couples, and families using approaches based on the major models of couple and family therapy, which are grounded in systems theory. Couple and family therapists assess, conceptualize, plan treatment, and intervene in order to promote change in the primary relationships of clients.

The curriculum also provides in-depth training in the systemic supervision of couple and family therapists including a focus on the life-long learning process for clinicians. This training lays the foundation for earning the American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor designation. Doctoral students with an LMFT and post-license experience may complete supervisor training during the course of the program

Over the course of the program, doctoral students will broaden their CFT networks by becoming actively involved in AAMFT both at the national and state levels. As practitioner-scholars, doctoral students are encouraged and supported to present their work at state and national conferences.

The DCFT program embodies Adler University's commitment to social justice through graduating socially responsible and culturally competent therapists. In addition to their academic work in social justice, diversity, and multicultural contexts, doctoral students get "hands-on" experience by providing therapy, clinical supervision, and advocacy in clinical settings that work with underserved individuals, couples, and families.

Program-Specific Admission Requirements

In addition to the admission requirements common to all of the Adler graduate programs, the DCFT requires:

- Master's degree in marriage and family therapy or related clinical field, such as social work, psychology, or professional counseling.
- Completion of clinical practicum in the graduate degree program.
- GPA of 3.5 or higher in the graduate degree program.
- Commitment to the profession of couple and family therapy.

Transfer of Master's Degree Credits and Requisites

Students accepted to the DCFT program may transfer a maximum of 39 credits from their master's degree program to the doctorate. These 39 credits must include a minimum of 15 credits (five courses) in marriage and family therapy. Students with less than 15 credits in marriage/couple and family therapy will transfer fewer credits to the DCFT and will take requisite CFT courses in the first year of their doctoral program. CFT faculty will review the transcript of each applicant to determine the number of transfer credits.

Degree Requirements

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

DCFT-720	Advanced CFT Theory I	3 cr.
DCFT-721	Advanced CFT Theory II	3 cr.
DCFT-722	Advanced Therapy with Couples	3 cr.
DCFT-724	Advanced Family Therapy with Children and Adolescents	3 cr.
DCFT-725	Grief and Loss Through the Family Life Cycle	3 cr.
DCFT-726	Trauma and the Family System	3 cr.
DCFT-730	Advanced Issues of Culture and Diversity in CFT	3 cr.
DCFT-740	CFT Qualitative Research Methods	3 cr.
DCFT-741	CFT Statistics	3 cr.
DCFT-742	CFT Quantitative Research Methods	3 cr.
DCFT-745	Supervision of Couple and Family Therapists	3 cr.
DCFT-747	Supervision of Supervision I	1 cr.
DCFT-750	Professional Development Seminar	1 cr.
DCFT-751	Doctoral Practicum I	1 cr.
DCFT-752	Doctoral Practicum II	1 cr.
DCFT-753	Doctoral Practicum III	1 cr.
DCFT-754	Doctoral Practicum IV	1 cr.
DCFT-755	Doctoral Practicum V	1 cr.
DCFT-757	Doctoral Practicum Seminar I	3 cr.
DCFT-758	Doctoral Practicum Seminar II	2 cr.
DCFT-759	Doctoral Practicum Seminar III	3 cr.
DCFT-760	Doctoral Practicum Seminar IV	3 cr.
DCFT-761	Doctoral Practicum Seminar V	2 cr.
DCFT-763	Doctoral Qualifying Exam	0 cr.
DCFT-765	Doctoral Internship I	0 cr.
DCFT-766	Doctoral Internship II	0 cr.
DCFT-767	Doctoral Internship III	0 cr.
DCFT-775	Dissertation Proposal	0 cr.
DCFT-776	Doctoral Dissertation I	0 cr.
DCFT-777	Doctoral Dissertation II	0 cr.
DCFT-778	Doctoral Dissertation III	0 cr.
DCFT-780	Dissertation Oral Defense	0 cr.

Successful completion of nine elective credits from:

DCFT-728	Divorce Mediation and Conflict Resolution with Couples	3 cr.
DCFT-729	Advanced Sex Therapy	3 cr.
DCFT-732	Integration of Religion and Spirituality in CFT	3 cr.
DCFT-735	LGBTQ Competent Therapy with Couples and Families	3 cr.
DCFT-736	Medical Family Therapy	3 cr.
DCFT-738	Gerontology Issues in Family Therapy	3 cr.
DCFT-749	Supervision of Supervision III	1 cr.

Total Credits for 2 Years: 63

Transferred Credits and/or Requisites: 39

Total Credits: 102

Curriculum Sequence

YEAR ONE

Fall Term

DCFT-720	Advanced CFT Theory I	3 cr.
DCFT-730	Advanced Issues of Culture and Diversity in CFT	3 cr.
DCFT-741	CFT Statistics	3 cr.
DCFT-750	Professional Development Seminar	1 cr.

Term Credits = 10

Spring Term

DCFT-726	Trauma and the Family System	3 cr.
DCFT-740	CFT Qualitative Research Methods	3 cr.
DCFT-751	Doctoral Practicum I	1 cr.
DCFT-757	Doctoral Practicum Seminar I	3 cr.

Choose One Elective:

DCFT-732	Integration of Religion and Spirituality in CFT	3 cr.
DCFT-736	Medical Family Therapy	3 cr.

Term Credits = 13

Summer Term

DCFT-752	Doctoral Practicum II	1 cr.
DCFT-758	Doctoral Practicum Seminar II	2 cr.

Choose One Elective:

DCFT-735	LGBTQ Competent Therapy with Couples and Families	3 cr.
DCFT-738	Gerontology Issues in Family Therapy	3 cr.

Term Credits = 6

YEAR TWO**Fall Term**

DCFT-721	Advanced CFT Theory II	3 cr.
DCFT-740	CFT Qualitative Research Methods	3 cr.
DCFT-725	Grief and Loss Through the Family Life Cycle	3 cr.
DCFT-759	Doctoral Practicum Seminar III	3 cr.
DCFT-753	Doctoral Practicum III	1 cr.

Term Credits = 13**Spring Term**

DCFT-722	Advanced Therapy with Couples	3 cr.
DCFT-724	Advanced Family Therapy with Children and Adolescents	3 cr.
DCFT-745	Supervision of Couple and Family Therapists	3 cr.
DCFT-754	Doctoral Practicum IV	1 cr.
DCFT-760	Doctoral Practicum Seminar IV	3 cr.

Term Credits = 13**Summer Term**

DCFT-747	Supervision of Supervision I	1 cr.
DCFT-755	Doctoral Practicum V	1 cr.
DCFT-761	Doctoral Practicum Seminar V	2 cr.

Choose One Elective:

DCFT-728	Divorce Mediation and Conflict Resolution with Couples	3 cr.
DCFT-729	Advanced Sex Therapy	3 cr.

Term Credits = 7**Total Credits for 2 Years: 63****Transferred Credits and/or Requisites: 39****Total Credits: 102**

Following successful completion of the core curriculum, the remaining requirements for graduation include passing the Doctoral Qualifying Exam and completion of both an internship and a research dissertation.

Practicum and Internship

DCFT students develop advanced therapy skills and competence in supervision through a clinical practicum and a full-time internship. The CFT faculty and the Training Department collaborate with students to identify clinical experiences that meet the specialized needs of the MFT profession and the goals of the student. The doctoral student plays a vital role in creating his/her internship, tailoring the experience to meet individualized learning objectives. The clinical and supervisory hours accrued during these experiences usually can be applied to LMFT licensure for students who have not yet obtained their license.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

Program Overview

The Doctor of Psychology in Clinical Psychology (PsyD) 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.

The Psy.D. program has 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.

These goals are based on the seven core competency areas developed by the National Council of Schools and Programs of Professional Psychology (NCSPP): relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. These areas are based upon a strong education in the foundations, knowledge base, and science of psychology. Two additional areas that complete the education and training model in the doctoral program are distinctive to Adler University. 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 a 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. Adler University's commitment to social justice continues the visionary work of Alfred Adler and enables its graduates to practice in a wide range of settings while also working to implement changes that will reform the social structures that adversely impact the well-being of members of the community in which they work and live.

The program follows the guidelines set forth by the American Psychological Association (APA) and Institute of Medicine (IOM) in regard 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 educational opportunities and training focused on clinical work with children, adolescents, and their families. Specific course requirements provide students with an education in the assessment, diagnosis, and treatment of child and adolescent populations. The clinical practicum experiences allow students to work directly with children, adolescents, and families in a variety of clinical contexts. As a track existing in the doctoral program in clinical psychology, coursework in the Child and Adolescent Psychology will provide focused training by utilizing the restricted elective method outlined previously.

Students also can elect a concentration to focus on an area of interest. The Psy.D. program has five concentrations: Advanced Adlerian Psychotherapy, Clinical Neuropsychology, Primary Care Psychology and Behavioral Medicine, Traumatic Stress Psychology, and Substance Abuse Treatment.

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 coursework. The Graduate Record Examination is required for all applicants. 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 University.

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 15. 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 their acceptance by April 1.

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 Adler University 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 (10 credit hours or more per term) should plan to spend four years in coursework 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. Part-time study is permitted for a limited time based upon approval of the student's academic advisor and Department Chair as long as the student meets the program's residency requirements as specified in the Program Residency Policy. Due to the demands of study and clinical training, students should limit employment while completing the program. Adherence to the satisfactory progress policy described in the section on general academic policies is required of all students and essential to timely completion of all program requirements.

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

Time to Completion

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

Psy.D. Program Residency Policy

The program is designed to be completed in five years. Students who matriculate with a master's degree can transfer up to 24 credit hours of graduate level coursework toward the 114 credit hours needed to graduate. In order to be considered a full-time student, students are required to register for 10 credit hours per semester or 30 credit hours per academic year. Students who are registered for practicum or internship are considered to be full-time students regardless of the number of credits they are taking. All students are

required to be full-time students for at least two years before being admitted for Doctoral Candidacy. Following admittance for Doctoral Candidacy, students are required to be full-time students for at least one more year. Doctoral students are required to attend school full time unless approved for part-time study by their faculty advisor and Department Chair. Students must complete at least three years of academic coursework and practical training in the program before going for internship. All students are required to complete one year full-time or two years half-time internship in order to meet the requirements for the Psy.D. degree. The complete Psy.D. Program Residency Policy can be found in the Psy.D. Student Handbook.

Doctoral Candidacy

In order to be admitted for Doctoral Candidacy, students are required to successfully complete all requirements for the first two years of the Psy.D. program. The complete Psy.D. Doctoral Candidacy policy can be found in the Psy.D. Student Handbook.

Psy.D. Program Grade Policy

The Psy.D. grade policy is stricter than Adler University's policy. Students are required to achieve at least a grade of B to successfully pass every required course. Students who receive a grade below B on any required course must retake the course in order to have it counted toward the Psy.D. degree. The complete Psy.D. grade policy can be found in the Psy.D. Student Handbook.

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 coursework, 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 knowledge-based qualifying exam that covers first year courses including Diversity and Individual Differences; Community Psychology; Psychopathology I & II; Integrative Assessment I, II & III; Ethics; and Life Span Development. 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 before the beginning of the fourth year and includes: Statistics, Research Methods, Biological Bases of Behavior, History and 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 other 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 Psy.D. Clinical Qualifying Examination-Assessment, consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, and treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; 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 Psy.D. Clinical Qualifying Examination Handbook. Following faculty review and approval of the submitted materials, students complete an oral exam in which their knowledge, skills, and attitudes pertaining to assessment and intervention are assessed. Students must register for and complete the Clinical Qualifying Examination-Assessment during the spring term of their diagnostic practicum year.

The second clinical competency examination is the Psy.D. Clinical Qualifying Examination-Intervention. 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 audiotaped/ videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on two theoretical approaches of which one is 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 Psy.D. Clinical Qualifying Examination Handbook. Following faculty review and approval of the submitted materials, students complete an oral exam in which their knowledge, skills, and attitudes pertaining to assessment and intervention are assessed. The prerequisite to take this examination is the successful completion of the first knowledge-based Qualifying Exam, assessment practicum, and Psy.D. Clinical Qualifying Examination-Assessment. Students must register for and complete the Psy.D. Clinical Qualifying Examination-Intervention 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 Psy.D. Qualifying Exams are milestone experiences allowing faculty to evaluate students' readiness for internship and ability to proceed in the program. Receiving a "Fail" grade on these exams indicates that students demonstrated significant problems in several areas measured by these exams. Students who fail any of the Psy.D. 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 Development 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 coursework. Practicum training requirements begin with a first year Community Service Practicum (CSP) 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 master's 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 (PSY-659), Ethics and Professional Development in Clinical Psychology (PSY-645), and/or Diversity and Individual Differences (PSY-642). The Department of Community Engagement works in collaboration with community partners 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 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

Students have the right to not participate in this simulation. At any time, students also have the option to withdraw from this experience by verbally indicating this option as their choice. This decision will not affect their relationship with Adler University or the Institute on Social Exclusion. The student's agreement to participate is voluntary since they do not receive any tangible benefit or compensation for participation in the evaluation. If a Psy.D. student elects to exercise his/her right not to participate in the simulation, he/she may do so without any penalty. In lieu of participating, the student 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 coursework, 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 University.

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 training department 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 Student Development 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 after 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.

Psy.D. Dissertation

The Psy.D. 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 Adler University 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 PSY-896: Psy.D. Dissertation Preparation Seminar is a required, noncredit 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 Psy.D. Clinical Qualifying Exam (PCQE), prior to formally beginning work on the dissertation. In addition, course PSY-737 (Statistics), course PSY-738 (Research Methods in Clinical Psychology I) and course PSY-739 (Research Methods in Clinical Psychology II), and course PSY-896 (Psy.D. Dissertation Preparation Seminar) must be completed before registering for course PSY-897 (Psy.D. Dissertation Proposal), in which the student is expected to complete and defend the proposal for dissertation research. The successfully defended proposal, courses PSY-737, PSY-738, PSY-739, PSY-896, PSY-897, and completed Clinical Qualifying Examinations are all prerequisites to registration for course PSY-901 (Psy.D. 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 in the Psy.D. program, and at least two members of the dissertation committee must be core faculty members of the University. 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 University'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 Differences	3 cr.

PSY-645	Ethics and Professional Development in Clinical Psychology	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 CSP Seminar I	1 cr.
PSY-656	Diversity and CSP 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-704	Psy.D. Qualifying Examination I	0 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Introduction to Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive and Behavioral 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 I	3 cr.
PSY-739	Research Methods for Clinical Psychology II	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	Psy.D. 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	Psy.D. Clinical Qualifying Exam – Intervention	0 cr.
PSY-896	Psy.D. Dissertation Preparation Seminar	0 cr.
PSY-897	Psy.D. Dissertation Proposal	0 cr.
PSY-901	Psy.D. Dissertation I	0 cr.
PSY-902	Psy.D. Dissertation II	0 cr.
PSY-903	Psy.D. Dissertation III	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-920	Doctoral Internship Full-Time	0 cr.
PSY-921	Doctoral Internship Full-Time	0 cr.
PSY-922	Doctoral Internship Full-Time	0 cr.
	or	
PSY-923	Doctoral Internship Half-Time	0 cr.
PSY-924	Doctoral Internship Half-Time	0 cr.
PSY-925	Doctoral Internship Half-Time	0 cr.
PSY-926	Doctoral Internship Half-Time	0 cr.
PSY-927	Doctoral Internship Half-Time	0 cr.
PSY-928	Doctoral Internship Half-Time	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	1 cr.
PSY-961	Advanced Practicum II	1 cr.
PSY-998	Psy.D. Dissertation 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 Required: 114

Elective Menu for the Psy.D. Program:

Required Intervention Electives – each course listed below is worth three credits:

Choose *two* of the following basic intervention courses:

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

Choose *one* of the following advanced intervention courses:

PSY-801	Psychoanalytic Approaches II
PSY-802	Cognitive and Behavioral Therapy Approaches II
PSY-804	Couple and Family Therapy Approaches II
PSY-824	Advanced Adlerian Interventions and Theory

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-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 PSY-600, PSY-623, PSY-642, PSY-645, PSY-659, PSY-720, and PSY-724 are typically offered every semester.*

Suggested Course Sequences**YEAR ONE****Fall Term**

PSY-623	Life Span Development	3 cr.
PSY-645	Ethics and Professional Development in Clinical Psychology	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-642	Diversity and Individual Differences	3 cr.
PSY-649	Psychopathology II	3 cr.
PSY-655	Diversity and CSP Seminar I	1 cr.
PSY-657	Community Service Practicum	1 cr.
PSY-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.

Term Credits = 11**Summer Term**

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-656	Diversity and CSP Seminar II	1 cr.
PSY-658	Community Service Practicum II	1 cr.
PSY-659	Community Psychology	3 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.

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

PSY-704	Psy.D. Qualifying Exam I	0 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Introduction to Assessment and Case Conceptualization	3 cr.
PSY-720	Cognitive and Behavioral Therapy Approaches I	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 I	3 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-790	Psy.D. Clinical Qualifying Examination-Assessment	0 cr.
<i>*Add one (1) Required Basic Intervention Elective Choice</i>		3 cr.

Term Credits = 11**Summer Term**

PSY-724	Biological Bases of Behavior	3 cr.
PSY-739	Research Methods in Clinical Psychology II	2 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
<i>*Add one (1) Required Basic Intervention Elective Choice</i>		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	Psy.D. Dissertation Preparation Seminar	0 cr.
<i>*Add one (1) Required Advanced Intervention Elective Choice</i>		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	Psy.D. 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	Psy.D. Dissertation Proposal	0 cr.
<i>*Add one (1) General Elective Choice</i>		3 cr.

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

PSY-901	Psy.D. 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	Psy.D. Dissertation II	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-961	Advanced Practicum II	1 cr.

Term Credits = 5**Summer Term**

PSY-903	Psy.D. 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	Psy.D. Dissertation 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 grades below "B".
5. Fulfillment of the residency requirement.
6. Successful completion of all qualifying examinations.
7. Successful completion of a Psy.D. dissertation and oral defense.
8. Satisfactory completion of an approved internship.
9. Submission of final dissertation to the Psy.D. Department.
10. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

Degree Requirements for the Military Track in Clinical Psychology

Military Track Admission and Continued Enrollment

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

For students who did not enter directly into the Military Track, admission to the track after matriculating into the Psy.D. Program requires the following:

- Copies of undergraduate and graduate transcripts.
- A cover letter describing the student's professional goals and interests and how the track will help them to achieve these goals.
- Overall Adler GPA of at least 3.25.
- One letter of recommendation from faculty. This may be in the form of a brief email.
- An interview with the Coordinator.
- Passing all the Psy.D. Program milestones up to the point of track admission.

Admission may only occur after completion of the first year courses and before the beginning of the second year Fall semester.

Admission to the track is not guaranteed. The decision will be weighed in conjunction with the other data.

Additionally, once a student is admitted into the track, students must maintain the following standards or they will risk dismissal from the track.

- Maintain an overall GPA of at least 3.00.
- Obtain a grade of at least B in all required Military Track courses.
- Pass all milestones in the Psy.D. program (CQE, knowledge exams, dissertation, etc.).
- Have no SCEC referrals for comportment issues.
- No more than one SCEC referral for any other reason.
- Maintain a collaborative, team focused attitude while engaged in any Military Track activities, practica, or classes.
- Attend all mandatory Military Track meetings.
- Attend at least one Military Track in-house training.

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	Ethics and Professional Development in Clinical Psychology	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 CSP Seminar I	1 cr.
PSY-656	Diversity and CSP 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-704	Psy.D. Qualifying Exam I	0 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 and Behavioral 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 I	3 cr.
PSY-739	Research Methods for Clinical Psychology II	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-771	Introduction to Military Psychology	3 cr.
PSY-772	Psychology of Combat and Conflict	3 cr.
PSY-774	Treatment Modalities for Military Clients and Their Families	3 cr.
PSY-790	Psy.D. Clinical Qualifying Exam – Assessment	0 cr.
PSY-807	Mental Health Law and the Uniform Code of Military Justice	3 cr.
PSY-808	Cognitive-Behavioral and Behavioral Treatment Interventions in DoD and Veteran's Healthcare System	3 cr.
PSY-810	Psychological Consequences Management: All Hazards	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-890	Psy.D. Clinical Qualifying Examination-Intervention	0 cr.
PSY-896	Psy.D. Dissertation Preparation Seminar	0 cr.
PSY-897	Psy.D. Dissertation Proposal	0 cr.
PSY-901	Psy.D. Dissertation I	0 cr.
PSY-902	Psy.D. Dissertation II	0 cr.
PSY-903	Psy.D. Dissertation III	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-920	Doctoral Internship Full-Time	0 cr.
PSY-921	Doctoral Internship Full-Time	0 cr.
PSY-922	Doctoral Internship Full-Time	0 cr.
	or	
PSY-923	Doctoral Internship Half-Time	0 cr.
PSY-924	Doctoral Internship Half-Time	0 cr.
PSY-925	Doctoral Internship Half-Time	0 cr.
PSY-926	Doctoral Internship Half-Time	0 cr.
PSY-927	Doctoral Internship Half-Time	0 cr.
PSY-928	Doctoral Internship Half-Time	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	1 cr.
PSY-961	Advanced Practicum II	1 cr.
PSY-890	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSY-998	Psy.D. Dissertation Oral Defense	0 cr.
PSY-XXX	General Elective or Basic or Advanced Intervention Elective (2)	6 cr.

Total Credit Hours = 114

Suggested Course Sequence with Track Electives

YEAR ONE

FOLLOW THE GENERAL PROGRAM FIRST YEAR SEQUENCE

YEAR TWO

Fall Term

PSY-704	Psy.D. Qualifying Exam I	0 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.
PSY-771	Introduction to Military Psychology	3 cr.

Term Credits = 14

Spring Term

PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive and Behavioral Therapy Approaches I	3 cr.
PSY-738	Research Methods for Clinical Psychology I	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	Psy.D. Clinical Qualifying Examination-Assessment	0 cr.

Term Credits = 14**Summer Term**

PSY-724	Biological Bases of Behavior	3 cr.
PSY-739	Research Methods for Clinical Psychology II	2 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
PSY-774	Treatment Modalities for Military Clients and their Families	3 cr.

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

PSY-808	Cognitive-Behavioral and Behavioral Treatment Interventions in DoD & Veterans Healthcare Systems	3 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-896	Psy.D. Dissertation Preparation Seminar	0 cr.

Add one (1) General Elective or Basic or Advanced Intervention Choice* 3 cr.Term Credits = 14****Spring Term**

PSY-807	Mental Health Law and the Uniform Code of Military Justice	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	Psy.D. Clinical Qualifying Examination-Intervention	0 cr.

Term Credits = 8**Summer Term**

PSY-810	Psychological Consequences Management: All Hazards	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	Psy.D. Dissertation Proposal	0 cr.

Term Credits = 8

YEAR FOUR**Fall Term**

PSY-901	Psy.D. Dissertation I	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-960	Advanced Practicum I	1 cr.

Term Credits = 2**Spring Term**

PSY-902	Psy.D. Dissertation II	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-961	Advanced Practicum II	1 cr.

Term Credits = 5**Summer Term**

PSY-903	Psy.D. Dissertation III	0 cr.
PSY-912	Psychopharmacology	2 cr.
<i>*Add one (1) General Elective or Basic or Advanced Intervention Choice</i>		3 cr.

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

PSY-920	Doctoral Internship	0 cr.
PSY-998	Psy.D. Dissertation 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**

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-645	Ethics and Professional Development in Clinical Psychology	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 CSP Seminar I	1 cr.
PSY-656	Diversity and CSP 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-704	Psy.D. Qualifying Exam I	0 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Introduction to Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive and Behavioral Therapy Approaches I	3 cr.
PSY-723	Couple 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 I	3 cr.
PSY-739	Research Methods for Clinical Psychology II	2 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-753	Child and Adolescent Psychopathology	3 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-757	Child and Adolescent Psychotherapy	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	Psy.D. 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 VI	1 cr.
PSY-890	Psy.D. Clinical Qualifying Exam – Intervention	0 cr.
PSY-896	Psy.D. Dissertation Preparation Seminar	0 cr.
PSY-897	Psy.D. Dissertation Proposal	0 cr.
PSY-901	Psy.D. Dissertation I	0 cr.
PSY-902	Psy.D. Dissertation II	0 cr.
PSY-903	Psy.D. Dissertation III	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-920	Doctoral Internship Full-Time	0 cr.
PSY-921	Doctoral Internship Full-Time	0 cr.
PSY-922	Doctoral Internship Full-Time	0 cr.
	or	
PSY-923	Doctoral Internship Half-Time	0 cr.
PSY-924	Doctoral Internship Half-Time	0 cr.
PSY-925	Doctoral Internship Half-Time	0 cr.
PSY-926	Doctoral Internship Half-Time	0 cr.
PSY-927	Doctoral Internship Half-Time	0 cr.
PSY-928	Doctoral Internship Half-Time	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	1 cr.
PSY-961	Advanced Practicum II	1 cr.
PSY-998	Psy.D. Dissertation Oral Defense	0 cr.
PSY-XXX	Basic Intervention Elective	3 cr.
PSY-XXX	Advanced Intervention Elective	3 cr.
PSY-XXX	Child and Adolescent Elective	3 cr.

Total Credit Hours = 114

Suggested Course Sequence with Track Electives

YEAR ONE

FOLLOW THE GENERAL PROGRAM FIRST YEAR 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 and Behavioral Therapy Approaches I	3 cr.
PSY-738	Research Methods for Clinical Psychology I	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 = 14**Summer Term**

PSY-723	Couple and Family Therapy Approaches I	3 cr.
PSY-724	Biological Bases of Behavior	3 cr.
PSY-739	Research Methods for Clinical Psychology II	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	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	Psy.D. 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	Psy.D. Dissertation Proposal	0 cr.
<i>*Add one (1) Basic Intervention Elective Choice</i>		3 cr.

Term Credits = 8

YEAR FOUR**Fall Term**

PSY-901	Psy.D. 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) Child & Adolescent Elective Choice</i>	3 cr.

Term Credits = 8**Spring Term**

PSY-902	Psy.D. Dissertation II	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-961	Advanced Practicum II	1 cr.

Term Credits = 5**Summer Term**

PSY-903	Psy.D. Dissertation III	0 cr.
PSY-912	Psychopharmacology	2 cr.

Term Credits = 2**YEAR FIVE****Fall Term**

PSY-920	Doctoral Internship	0 cr.
PSY-998	Psy.D. Dissertation 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**

**Child and Adolescent Track students must take one elective from the Child and Adolescent Elective menu. The remaining elective may be either from the Child and Adolescent elective menu OR from the General Elective menu

Child and Adolescent Track electives consist of any of the following:

- PSY-930: Trauma, Grief, and Loss with Children, Adolescents, and Families
- PSY-931: Developmental Disorders of Childhood and Adolescence
- PSY-932: Assessment and Intervention with Adolescents and Young Adults

ADDITIONAL TRACK REQUIREMENTS:

1. At least one practicum (Diagnostic or Psychotherapy) in a child/adolescent setting. Advanced Practicum must allow students to have children, adolescents, and/or young adult clients as part of caseload.
2. At least one of the CQE's, assessment or therapy, must address a child or adolescent client.
3. Students will also be required to write their dissertation in the area of child and adolescent psychology. This does not mean that children or adolescents must be part of the sample; however, the topic selected must add to the literature on the assessment and treatment of this population. Young adult dissertation topics will also be considered for those students who wish to work with older adolescents and young adults.

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
- Primary Care Psychology and Behavioral Medicine
- Traumatic Stress Psychology
- Substance Abuse Treatment

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

DOCTORAL CONCENTRATION IN ADVANCED ADLERIAN PSYCHOTHERAPY

Program Overview

Adler University 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 Adler University. 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 six standard Adlerian credits required for the doctorate degree (PSY-710, PSY-711), 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 here in Chicago. 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 as well as a concentration within the Psy.D. Program.

Minimum Admission Requirements

Enrollment in the clinical psychology Psy.D. program.

Coursework Requirements

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

PSY-817	Advanced Lifestyle Assessment	3 cr.
PSY-823	Adlerian Parent Consultation and Family Therapy	3 cr.
PSY-824	Advanced Adlerian Interventions and Assessment	3 cr.

Advisement/Training Requirements

Registration in at least two Practicum Seminars (601-609) with an Adlerian seminar leader.

Dissertation 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 = 15

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 grades below "B".
4. Successful completion of a dissertation and submission to the Psy.D. department.

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

DOCTORAL CONCENTRATION IN CLINICAL NEUROPSYCHOLOGY

Program Overview

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

Minimum Admission Requirements – Current Adler University Students

Students who have completed the requisite assessment sequence (PSY-661, PSY-662, PSY-663), Biological Bases of Behavior (PSY-724), and Psychopathology (PSY-648 or PSY-649) with a grade of B or better, are eligible to take Neuropsychological Assessment I (764). Following successful completion of 764 and 765, (i.e., grade of B+ or higher) and assessment (PSY-760, PSY-761, PSY-762) practica and seminar (PSY750, PSY-751, and PSY-752), 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 (PSY-766, PSY-865, and PSY-864 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-764 and PSY-765 with a grade no lower than B+
- Completion of all first year assessment sequence courses (PSY-661, PSY-662, and 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
- Passing all milestones up to the point of concentration admission
- No more than one SDC referral for any reason. (Note: having only one SDC 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 him/her to achieve these goals

Additionally, once a student is admitted into the concentration, he/she must maintain the following standards or they will be withdrawn from the concentration:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B in all required courses.
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.
6. No more than one SDC 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.

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.

PSY-764	Neuropsychological Assessment I (Prerequisite: PSY-724, PSY-661, PSY-662, and PSY-663)	3 cr.
PSY-765	Neuropsychological Assessment II (Prerequisite: PSY-764)	3 cr.
PSY-766	Neuropsychological Assessment III (Prerequisite: PSY-765)	3 cr.
PSY-864	Pediatric Neuropsychological Assessment (Prerequisite: PSY-766)	3 cr.
PSY-865	Neuropsychological Intervention Techniques (Prerequisite: PSY-766)	3 cr.
PSY-943	Neuropsychology Practicum I: Assessment (400 clock hour minimum) (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-944	Neuropsychology Practicum II: Assessment (400 clock hour minimum) (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-945	Neuropsychology Practicum III: Assessment (400 clock hour minimum) (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-933	Practicum Seminar in Neuropsychology I (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-934	Practicum Seminar in Neuropsychology II (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-935	Practicum Seminar in Neuropsychology III (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766) (Prerequisites: PSY-944)	1 cr.

PSY-920 PSY-921 PSY-922	Doctoral Internship Full-Time* (2,000 clock hours)	0 cr.
or		
PSY-923 PSY-924 PSY-925 PSY-926 PSY-927 PSY-928	Doctoral Internship Half-Time* (2,000 clock hours)	0 cr.

Total Credit Hours = 21

All students should take PSY-724: Biological Bases of Behavior during the fall of Year Two since this course is a prerequisite for PSY-764.

Students are strongly encouraged to apply to doctoral internships with a focus of at least 50 percent 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 percent on neuropsychology.
5. Submission of final dissertation to the Psy.D. department.
6. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration in Clinical Neuropsychology.

For further information contact Linda Rice, Ph.D., Clinical Neuropsychology Concentration Coordinator, at Lrice@adler.edu.

DOCTORAL CONCENTRATION IN PRIMARY CARE PSYCHOLOGY AND BEHAVIORAL MEDICINE

Program Overview

The Primary Care Psychology and Behavioral Medicine 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. Similarly, students who wish to intervene with medical patients in order to reduce physical symptoms, such as reduction in pain symptoms using mindfulness, reduction in blood pressure using biofeedback, or regulation of blood sugar in diabetics using behavioral management techniques in collaboration with a dietician, will find this concentration to be a good fit. 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 following courses are necessary for completion of the concentration:

PSY-735	Assessment and Intervention in Behavioral Medicine I (Prerequisites: Cognitive and Behavioral Therapy Approaches I and Statistics)	3 cr.
PSY-736	Assessment and Intervention in Behavioral Medicine II (Prerequisite: Assessment and Intervention in Behavioral Medicine I)	3 cr.
PSY-717	Primary Care Psychology	2 cr.
PSY-718	Medical Terminology and Conditions for Primary Care Psychologists	1 cr.

Behavioral Medicine Skills (three credits). Select one:

PSY-758	Biofeedback	3 cr.
PSY-719	Mindfulness Meditation	3 cr.
CEH-710	Theories and Techniques of Clinical Hypnosis I	3 cr.

Special Topics (three credits). Select one:

PSY-802	Cognitive and Behavioral Therapy Approaches II	3 cr.
PSY-822	Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention	3 cr.

Total Credit Hours Required = 15

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

DOCTORAL CONCENTRATION IN TRAUMATIC STRESS PSYCHOLOGY

Program Overview

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 following courses are necessary for completion of the concentration:

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-811	Advanced Issues in Co-Occurring Disorders	3 cr.
PSY-822	Death, Dying, Bereavement, and 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-802	Cognitive and Behavioral Therapy Approaches II	3 cr.
PCO-757	Child and Adolescent Psychotherapy	3 cr.

**NOTE: If a student has taken a three-day formal training in Cognitive and Behavioral Therapy 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 Office of 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.
3. If the Coordinator of the Traumatic Stress Psychology Concentration is not a member of the student's dissertation committee, the student must submit the dissertation to the Coordinator for review before the dissertation defense takes place.

*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.

Total Credit Hours = 12

DOCTORAL CONCENTRATION IN SUBSTANCE ABUSE TREATMENT

Program Overview

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 best practice standards.

Adler University 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.

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.

Admission Requirements

Enrollment in the clinical psychology Psy.D. program.

Additionally, once a student is admitted into the concentration, he/she must maintain the following standards or will be withdrawn from the concentration:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B in all required courses.
3. Obtain a grade of at least 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.
6. No more than one SDC referral for any other reason.
7. Maintain a collaborative, team-focused attitude with no comportment issues that warrant a referral to SCEC while engaged in any concentration activities, practica, or classes.

Course Requirements

The concentration in Substance Abuse Treatment requires the following courses:

PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-645	Ethics and Professional Development in Clinical Psychology	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

If students also complete the Advanced Practicum in substance abuse counseling, they will be eligible to sit for the Illinois Certification Exam to become a Certified Alcohol and Drug Counselor (CADC). Please see the Concentration Coordinator for more information.

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. A cumulative grade point average of 3.25 or higher and no more than one grade of C.
3. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration in Substance Abuse Treatment.

PROGRAMS OF STUDY – VANCOUVER CAMPUS

Master of Arts (M.A.) in Counselling Psychology
 Master of Counselling Psychology
 Master of Counselling Psychology: Art Therapy
 Master of Arts (M.A.) in Organizational Psychology
 Master of Arts (M.A.) in Community Psychology
 Doctor of Psychology in Clinical Psychology

M.A. IN COUNSELLING PSYCHOLOGY

The Master of Arts in Counselling Psychology (MAC) degree 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 two-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 (bc-counsellors.org) and/or the Canadian Counselling and Psychotherapy Association (ccpa-accp.ca). Students are advised that licensure requirements are under review 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, and some students may need additional postgraduate 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:

* PCO-200	Professional Development Seminar I	1 cr.
* PCO-201	Professional Development Seminar II	1 cr.
* PCO-202	Community Service Practicum I	1 cr.
* PCO-203	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theories and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Intervention and Assessment Skills	3 cr.
PCO-473	Pre-Practicum Counselling Lab	0 cr.

PCO-495	Research in Counselling Psychology	3 cr.
* PCO-505	Professional Development, Issues, and Ethics	3 cr.
MAC-506	M.A. Practicum I	1 cr.
MAC-507	M.A. Practicum II	1 cr.
MAC-508	M.A. Practicum Seminar I	2 cr.
MAC-509	M.A. Practicum Seminar II	2 cr.
* MAC-516	Individual Appraisal for Counsellors in Practice	3 cr.
* PCO-520	Theories of Psychotherapy	3 cr.
MAC-525	Preparation for the M.A. Thesis	1 cr.
MAC-526	M.A. Thesis I	1 cr.
MAC-527	M.A. Thesis II	1 cr.
MAC-528	M.A. Thesis III	1 cr.
MAC-529	M.A. Thesis Continuation	0 cr.
PCO-569	Lifestyle and Career Development	3 cr.
* PCO-623	Life Span Development	3 cr.
* PCO-641	Social Psychology and Individual Differences	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.
MAF-663	Effective Marriage and Family Counselling	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MAF-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours Required = 58

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term Credits = 13

Spring Term

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

Term Credits = 11

Summer Term

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

Term Credits = 8**YEAR TWO****Fall Term**

MAC-506	M.A. Practicum I	1 cr.
MAC-508	M.A. Practicum Seminar I	2 cr.
MAC-526	M.A. Thesis I	1 cr.
MAF-663	Effective Marriage and Family Counselling	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 10**Spring Term**

PCO-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MAC-527	M.A. Thesis II	1 cr.
MAC-507	M.A. Practicum II	1 cr.
MAC-509	M.A. Practicum Seminar II	2 cr.
PCO-569	Lifestyle and Career Development	3 cr.

Term Credits = 9**Summer Term**

PCO-337	Group Psychotherapy	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
MAC-528	M.A. Thesis III	1 cr.
MAC-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 Adler University, 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 undergraduate or graduate coursework.
- 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 Adler University Vancouver campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University’s official Transfer Credit policy. For full details about our admissions requirements, visit adler.edu.

Practicum – Vancouver Campus

An integral part of the M.A. 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 coursework. Practicum training requirements begin with a first year Community Service Practicum (CSP) 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 coursework will spend 8-10 hours per week over the course of six months at an approved CSP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of CSP is required. International community service opportunities are also available. Students should contact the Manager of Community Service Practicum, Vancouver campus.

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 12 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 collaborates with students to identify and obtain 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 MAC-525 – Preparation for M.A. Thesis. Once students register for MAC-525 they are required to continuously register in M.A. Thesis courses (MAC-526, MAC-527, and MAC-528) over the next three consecutive terms. Students who have not completed their M.A. Thesis after registering for M.A. Thesis I, II, and III are required to register for MAC-529 - M.A. 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

Program Overview

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 two-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 (bc-counsellors.org) and/or the Canadian Counselling and Psychotherapy Association (ccpa-accp.ca). Students are advised that licensure requirements are under review in various jurisdictions in Canada, and 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, and some students may need additional postgraduate 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:

* PCO-200	Professional Development Seminar I	1 cr.
* PCO-201	Professional Development Seminar II	1 cr.
* PCO-202	Community Service Practicum I	1 cr.
* PCO-203	Community Service Practicum II	1 cr.
PCO-337	Group Psychotherapy	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-433	Parent Education: Adlerian Theories and Interventions	2 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
* PCO-472	Basic Intervention and Assessment Skills	3 cr.
PCO-473	Pre-Practicum Counselling Lab	0 cr.
PCO-495	Research in Counselling Lab	3 cr.
* PCO-505	Professional Development, Issues and Ethics	3 cr.
MAC-506	Masters Practicum I	1 cr.
MAC-507	Masters Practicum II	1 cr.
MAC-508	Masters Practicum Seminar I	2 cr.
MAC-509	Masters Practicum Seminar II	2 cr.
* MAC-516	Individual Appraisal for Counsellors in Practice	3 cr.
* PCO-520	Theories of Psychotherapy	3 cr.

PCO-569	Lifestyle and Career Development	3 cr.
* PCO-623	Life Span Development	3 cr.
* PCO-641	Social Psychology and Individual Difference	3 cr.
* PCO-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MAF-663	Effective Marriage and Family Counselling	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MAC-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours Required = 54

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term Credits = 13

Spring Term

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

Term Credits = 11

Summer Term

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

Term Credits = 10

YEAR TWO

Fall Term

MAC-506	Masters Practicum I	1 cr.
MAC-508	Masters Practicum Seminar I	2 cr.
MAF-663	Effective Marriage and Family Counselling	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 9

Spring Term

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

Term Credits = 8**Summer Term**

PCO-438	Introduction to Addictive Disorders	3 cr.
MAC-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 Adler University, 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 undergraduate or graduate coursework.
- 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 Adler University Vancouver campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit adler.edu.

Practicum – Vancouver Campus

An integral part of the Master's 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 coursework. Practicum training requirements begin with a first year Community Service Practicum (CSP) that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Counselling training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. Because the focus is on integrating master's level education at Adler with master's-level supervised counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

COMMUNITY SERVICE PRACTICUM

Students completing first year coursework will spend 8-10 hours per week over the course of six months at an approved CSP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of CSP is required. International CSP opportunities are also available. Students should contact the Manager of Community Service Practicum, Vancouver campus.

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 12 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 collaborates with students to identify and obtain 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.

MASTER OF COUNSELLING PSYCHOLOGY: ART THERAPY

Program Overview

As a form of expressive therapy, art therapy draws on artistic media and the creative process to help improve an individual's physical, mental, and emotional well-being. Art therapists are counsellors trained to help people through art.

The Master of Counselling Psychology: Art Therapy program at Adler University combines innovative practical training and a rigorous curriculum focused on traditional counselling theories and techniques, and an understanding of the psychological aspects of the creative process, with a focus on art-making and counselling methodologies.

The curriculum aligns with requirements established by:

- The British Columbia Association of Clinical Counsellors and the Canadian Counselling and Psychotherapy Association, for application to become a Registered Clinical Counsellor in the province of British Columbia or a Canadian Certified Counsellor in Canada.
- The British Columbia Art Therapy Association, the Canadian Art Therapy Association, and the American Art Therapy Association, for application to become a registered art therapist upon completion of postgraduate supervised client hours.

This comprehensive program can be completed in two years of full-time study, including summer semesters. It incorporates a community service practicum and an extensive clinical practicum; training in the research and scholarship of the profession; and a culminating Master's Clinical Qualifying Exam to ensure students graduate with the requisite skills and knowledge for entry-level practice in professional counselling and art therapy.

Professional affiliations for student networking include:

American Art Therapy Association

arththerapy.org

American Counseling Association

www.counseling.org

B.C. Association of Clinical Counsellors

www.bc-counsellors.org

British Columbia Art Therapy Association

bcarttherapy.com

Canadian Art Therapy Association

canadianarttherapy.org

Canadian Counselling and Psychotherapy Association

www.ccacc.ca

Canadian Psychological Association

www.cpa.ca

Curriculum Sequence

YEAR ONE

Fall Term

* MART-200	Art Therapy Professional Development Seminar I	1 cr.
MART-344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-623	Life Span Development	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.

Term Credits = 13

Spring Term

MART-201	Art Therapy Professional Development Seminar II	1 cr.
MART-202	Art Therapy Community Service Practicum I	1 cr.
MART-345	Assessment, Diagnosis, and Treatment Planning in Art Therapy (and Lab)	3 cr.
PCO-472	Basic Intervention and Assessment Skills	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
MART-452	Theories and Methods of Art Therapy Intervention I: Families and Older Adults	3 cr.

Term Credits = 14

Summer Term

MART-203	Art Therapy Community Service Practicum II	1 cr.
MART-346	The Use of Art in Group Therapy	3 cr.
MART-466	Studio Art	3 cr.
MART-505	Art Therapy Professional Development, Issues, and Ethics	3 cr.
MAC-516	Individual Appraisal for Counsellors in Practice	0 cr.

Term Credits = 13

YEAR TWO

Fall Term

MART-451	Socio-Cultural and Multicultural Approaches in Art Therapy	3 cr.
MART-453	Theories and Methods of Intervention in Art Therapy II: Trauma	3 cr.
MART-467	Art Therapy Practicum Seminar I	2 cr.
MART-480	Art Therapy Practicum I	1 cr.

Term Credits = 9

Spring Term

* PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
MART-468	Art Therapy Practicum Seminar II	2 cr.
MART-481	Art Therapy Practicum II	1 cr.
PCO-495	Research Methods	3 cr.
PCO-647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.

Term Credits = 11**Summer Term**

MART-995	Master's Clinical Qualifying Examination	0 cr.
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Term Credits = 0**Total Credit Hours = 60**

*Required before practicum

Graduation Requirements

1. Satisfactory completion of 60 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of clinical practicum, which includes 350 direct client contact hours and 100 hours of clinical supervision, and 150 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 the Master's Clinical Qualifying Examination.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Counselling Psychology: Art Therapy degree.

Minimum Admission Requirements

At Adler University, 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 undergraduate or graduate coursework.
- 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 developmental psychology.
- The equivalent of 18 semester credit hours in studio art which demonstrates proficiency and disciplined commitment in art making.

- A portfolio of original art work: 15 examples in three or more different media demonstrating competence with art materials.
- 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, a portfolio review, and an interview as the final step in the application process.

Graduate courses from regionally accredited institutions that are equivalent to courses required in the students' degree program at ASPP and in which the student has earned grades of "B" or better may be considered for transfer credit. Coursework taken more than five years prior to enrollment may not be accepted for transfer credit. Adler University does not grant credit for any curriculum requirements based on prior learning assessment.

Students must complete all coursework required for the program at Adler University, Vancouver campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy or courses completed as part of an exchange program with our Chicago campus that is approved by the MCP: Art Therapy Program Director.

Practicum – Vancouver Campus

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 (CSP) site and must concurrently enroll in required coursework. A minimum of 150 clock hours of CSP is required. International community service opportunities are also available. Students should contact the Manager of Community Service Practicum, Vancouver campus.

CLINICAL PRACTICUM

After completion of all first year coursework, students are required to complete 700 minimum clock hours of Clinical Practicum, which includes 350 direct client contact hours and 100 hours of clinical supervision. Clinical practicum sites may include working within hospitals, criminal justice systems, nonprofit organizations, mental health organizations, art therapists in private practice, school systems, and addiction services. Students should expect to spend at least two days per week over the course of eight to 12 months at an approved practicum site and must concurrently enroll in Practicum Seminars during their first two semesters of field experience. The Department of Community Engagement works in collaboration with students in identifying and obtaining therapy 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

Program Overview

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

* MAOP-220	Professional Development Seminar I	1 cr.
* MAOP-221	Professional Development Seminar II	1 cr.
* MAOP-222	Community Service Practicum I	1 cr.
* MAOP-223	Community Service Practicum II	1 cr.
* PCO-472	Basic Intervention and Assessment Skills	3 cr.
* MAOP-519	Introduction to Adlerian Psychology and Counselling Theories	3 cr.
MAOP-530	Ethics in Organizational Psychology	3 cr.
* MAOP-546	Research Methods in Organizational Psychology	
MAOP-547	Group Theory and Process	3 cr.
MAOP-548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
MAOP-549	M.A. Thesis in Organizational Psychology	3 cr.
MAOP-550	Preparation for M.A. Thesis	1 cr.
MAOP-567	Executive and Career Assessment and Development	3 cr.
* MAOP-570	Foundations in Organizational Psychology	3 cr.
MAO-575	Executive Coaching/Consulting and Leadership Development	3 cr.
MAOP-576	Fundamentals of Human Resources and Organizational Development	3 cr.
* MAO-580	Organizational Theory and Change Management	3 cr.
MAOP-586	Organizational Psychology Practicum	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.
* PCO-641	Social Psychology and Individual Differences	3 cr.

Total Credit Hours Required = 46

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term credits = 10

Spring Term

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

Term credits = 8**Summer Term**

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

Term credits = 8**YEAR TWO****Fall Term**

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

Term credits = 9**Spring Term**

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

Term credits = 6**Summer Term**

MAOP-567	Executive and Career Assessment and Development	3 cr.
MAOP-586	Organizational Psychology Practicum	1 cr.
MAOP-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. Thesis.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.

Minimum Admission Requirements

At Adler University, 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.
- 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 baccalaureate level psychology 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 organizational studies.
- Experience in an organizational setting in either paid or volunteer positions. Approved applicants will be evaluated through an in-person writing sample and an interview as the final step in the application process. Students must complete all coursework required for the program at Adler University Vancouver campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit adler.edu.

Practicum – Vancouver Campus

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 (CSP) site and must concurrently enroll in required coursework. A minimum of 150 clock hours of CSP is required. International community service opportunities are also available. For more information, students should contact the Manager of Community Service Practicum, Vancouver campus.

PROFESSIONAL PRACTICUM

Students are required to complete a 300-hour Organizational Development Practicum, which is typically completed in an organizational setting. Students receive supervision by designated practitioners in the organizational setting, as well as via supervision by Organizational Psychology faculty of Adler. The goal of this training is for students to build on their knowledge, skills, attitudes, and values that are needed to become competent practitioners. Students are typically at their sites two to three days per week for a period of four months. Approved sites include a range of settings, such as HR or OD departments in public, private or not-for-profit organizations, EAP firms, management consulting firms, and relocation or outplacement firms.

M.A. IN COMMUNITY PSYCHOLOGY

Program Overview

Adler University in Vancouver campus offers the Master of Arts in Community Psychology program (MACD) to prepare 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 nonprofit 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 toward interventions that facilitate psychological competence and empowerment and promote 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 practica: a 150-hour community service practicum and a 350-hour Community Development practicum completed in community or social service settings. The program also requires students to complete a comprehensive research project that demonstrates the requisite understanding of community-based research and the critical analysis process, so 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 work while completing the program.

Minimum Admission Requirements

Applicants to this program typically require:

- A baccalaureate degree or the equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- The equivalent of 12 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 Adler University Vancouver campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy.

Degree Requirements

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

MACD-300	Professional Development Seminar I	1 cr.
MACD-301	Professional Development Seminar II	1 cr.
MACD-302	Professional Development Seminar III	1 cr.
MACD-303	Community Service Practicum I	1 cr.
MACD-304	Community Service Practicum II	1 cr.
MACD-350	Principles of Community Psychology	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-472	Basic Intervention and Assessment Skills	3 cr.
MACD-480	M.A. Practicum in Community Development	1 cr.
MACD-481	M.A. Practicum Seminar	2 cr.
MACD-485	Foundations of Community Development	3 cr.
MACD-486	Nonprofit Organizational Structure and Practice	3 cr.
MACD-487	Program Assessment and Evaluation	3 cr.
MACD-488	Strategic Planning and Facilitation	3 cr.
MACD-494	Research Methods in Community Psychology	3 cr.
PCO-496	Preparation for Applied Thesis	1 cr.
MACD-498	Applied Thesis Community Psychology	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-641	Social Psychology and Individual Differences	3 cr.
MACD-678	Ethics and Social Responsibility for Community Psychology	3 cr.
PSY-691	Public Policy, Advocacy, and Social Change	3 cr.

Total Credit Hours Required = 48

Curriculum Sequence

YEAR ONE

Fall Term

MACD-300	Professional Development Seminar I	1 cr.
MACD-350	Principles of Community Psychology	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-641	Social Psychology and Individual Differences	3 cr.

Term credits = 10

Spring Term

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

Term credits = 8

Summer Term

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

Term credits = 8**YEAR TWO****Fall Term**

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

Term credits = 7**Spring Term**

MACD-487	Program Assessment and Evaluation	3 cr.
MACD-498	Applied Thesis Community Psychology	3 cr.
PSY-691	Public Policy, Advocacy, and Social Change	3 cr.

Term credits = 9**Summer Term**

MACD-480	M.A. Practicum in Community Development	1 cr.
MACD-481	M.A. Practicum Seminar	2 cr.
MACD-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.

Minimum Admission Requirements

At Adler University, 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.
- 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 baccalaureate level psychology 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 and policy related studies.
- Approved applicants will be evaluated through an in-person writing sample and an interview as the final step in the application process.

Students must complete all coursework required for the program at Adler University Vancouver campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admissions requirements, visit adler.edu.

Practicum – Vancouver Campus

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. International community service opportunities are also available. Students should contact the Manager of Community Service Practicum, Vancouver campus.

PROFESSIONAL PRACTICUM

Under faculty supervision, students will be required to complete a 350-hour Community Development practicum for a duration of over four months. Students will provide direct project-related service within an agency setting (i.e., nonprofit, government, schools, or public service) to support the application of critical awareness of social factors (such as barriers, challenges, injustices, and disadvantage) through classroom learning to actual social development work. Specific projects may involve roles such as small group leader, consultant, program planner and evaluator, community developer, or social change agent. Projects will be designed to produce a specific outcome in collaboration with the practicum partner agency. Practicing roles will require both generalist skills (problem solving, communication skills, research, and evaluation skills) and specialist skills (knowledge and skills applicable to a specific issue, problem, or group; for example, implementing programs for adolescent single mothers wanting to complete high school).

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY – VANCOUVER CAMPUS

Program Overview

The Doctor of Psychology in Clinical Psychology (PsyD) 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 ensures 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 assessment, intervention, and research. 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 psychopharmacology 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 1,500 hours of clinical practicum experience with appropriate supervision from credentialed supervisors and group supervision by University faculty. After completing all coursework, practicum training experiences, and clinical qualifying examinations, students will be required to complete a 1,600 hour internship at a site approved by the University. In addition, the program requires a 200-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, prepare, and implement a research study examining an 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 coursework, 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 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 coursework.
- 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 who have completed previous graduate level coursework from Adler University or another graduate institution may apply to have their previous coursework considered for transfer credit. A maximum of 24 semester credits may be transferred into the Psy.D. program. Adler University 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 to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-510	Research and Psychometric Theory	3 cr.
PSYD-518	Advanced Adlerian Approaches to Individual and Family Therapy	3 cr.

PSYD-515	Applied Research Design in Clinical Psychology	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	Lifespan 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 -- Adult	3 cr.
PSYD-648	Biopsychosocial Bases of Health and Dysfunction – Child	3 cr.
PSYD-655	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.
PSYD-XXX	Clinical Elective	3 cr.
PSYD-XXX	Clinical Elective	3 cr.

Total Credit Hours Required = 106

* = Coursework from previous semesters must be completed prior to beginning practicum

Suggested Course Sequence

YEAR ONE

Fall Term

PSYD-510	Research and Psychometric Theory	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment + Lab	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction-Adult	3 cr.

Term Credits = 13

Spring Term

PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-602	Doctoral Community Service Practicum I	1 cr.
PSYD-628	Assessment II: Personality Assessment + Lab	3 cr.
PSYD-636	Biological Bases of Behavior	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.
PSYD-648	Biopsychosocial Bases of Health and Dysfunction-Child	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	Ethics	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 13

YEAR TWO

Fall Term

PCO-623	Life Span Development	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-402	Introduction to Adlerian Psychology and Psychopathology	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 = 8**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-518	Advanced 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.

Add one (1) Clinical Elective (choice of advanced assessment or intervention coursework) 3 cr.

Term Credits = 8

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 of advanced assessment or intervention coursework)</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 = 0**YEAR FIVE**

Pre-Doctoral Internship		0 cr.
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Term Credits = 0**Total Credit Hours = 106****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 institution-approved pre-doctoral internship.
9. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

COURSE DESCRIPTIONS

PCO-001 Student Orientation 0 Credits

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

PCO-040 Basic Abnormal Psychology 0 Credits

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

PCO-041 Basic Theories of Personality 0 Credits

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

PCO-043 Basic Research Methods 0 Credits

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

**MART-200 Art Therapy Professional Development Seminar I 1 Credit
(Vancouver Campus)**

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 fields of counselling, art therapy and 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. Students will be introduced to the basic counselling skills and have an opportunity to practice these skills in class exercises. 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.

**MART-201 Art Therapy Professional Development Seminar II 1 Credit
(Vancouver Campus)**

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 fields of counselling, art therapy and 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. Students will be introduced to the basic counselling skills and have an opportunity to practice these skills in class exercises. 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-200 Professional Development Seminar I & II 1 Credit Each
PCO-201 (Vancouver Campus)

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

MART-202 Art Therapy Community Service Practicum I 1 Credit
(Vancouver Campus)

By serving in a practical way in the community, students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development and implementation; and professional networking. Throughout the practicum process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of the Adler program through the Community Service Practicum. Students are opening doors for psychology where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help.

PCO-202 Community Service Practicum I & II 1 Credit Each
PCO-203 (Vancouver Campus)

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

MART-203 Art Therapy Community Service Practicum II 1 Credit
(Vancouver Campus)

By serving in a practical way in the community, students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development and implementation; and professional networking. Throughout the practicum process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of the Adler program through the Community Service Practicum. Students are opening doors for psychology where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help.

MAT-210 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 small groups with peers and one faculty member who will also serve as the students' advisor. The course covers advisement, consultation, and mentoring around Adler degree requirements and mission, orientation to the field of professional counseling, art therapy, and mental health, and issues of diversity as it relates to the field and students' personal and professional growth, and the development of art therapist and counselor identity in an interactive lecture discussion. It provides an overview of the ethical codes and professional standards of the students' course of study that includes the American Art Therapy Association (AATA), including the Art Therapy Credentials Board (ATCB) and of the American Counseling Association (ACA) in the field of mental health and counseling. This course will also assist in orienting and preparing students for the Community Service Practicum. In addition, advisement and mentoring around Adler's mission, degree requirements, Community Service Practicum Experience, practicum and internship are discussed. Art experientials enhance this course as the students use self-reflective methods, including mindfulness based practices to develop their skills for employment in the field of art therapy and counseling.

MCFT-210 Professional Development Seminar 0 Credits

This one-hour, once a week seminar is required of all Adler students in their first semester. 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 orients students to the field of couple and family therapy. It also prepares the student 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 of 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 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 Community Service Practicum I & II 1 Credit Each
PCO-214

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 six 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 Professional Development Seminars 1 Credit Each
MAOP-221 (Vancouver Campus)

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.

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

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.

MACD-303 Community Service Practicum I & II 1 Credit Each
MACD-304 (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 five 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 and 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.

MCFT-337 Group Psychotherapy and Psychopathology 3 Credits

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)

MART-344 Historical and Theoretical Perspectives of Art Therapy 3 Credits
(Vancouver Campus)

This course introduces the history, philosophy, theory, and practice of art therapy within counselling psychology. The fundamental elements of art therapy are addressed with attention to the influences of diverse cultural values, beliefs, and practices. Learning in this course will be attained through lectures, oral and written assignments, and experiential exercises.

MAT-344 **Historical and Theoretical Perspectives of Art Therapy, Counseling and Psychotherapy** **3 Credits**

This course introduces the history, philosophy, theory, and practice of art therapy, counseling, and psychotherapy within the field of counseling, mental health, and psychology. The fundamental elements of art therapy, counseling, and psychotherapy are addressed with attention to the theoretical foundations of each field of study. The impact of diversity issues such as culture, age, gender, and diverse intersections, as they apply to different psychotherapy approaches, will be a central theme in this course. Learning in this course is attained through lectures, oral and written assignments, art directives, and experiential exercises. In addition, this course explores 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 are exposed to various crisis intervention models, associated responses to clients' mental health needs during crises, and learn how to professionally respond to various traumatic events. 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 art therapist and 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 are discussed.

MART-345 **Assessment, Diagnosis & Treatment Planning in Art Therapy (Vancouver Campus)** **3 Credits**

This course introduces purpose (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 assignments are the primary means of learning in this course.

MAT-345 **Appraisal in Art Therapy, Counseling, and Psychotherapy (with lab)** **3 Credits**

This course introduces students to the concept of appraisal as it pertains to an art therapy, counseling, and psychotherapy practice. It also provides foundational knowledge of individual and group approaches to assessment and evaluation commonly used in art therapy and counseling. Students explore the tools and methods of appraisal, assessment and evaluation using the latest and most current DSM, in addition to formal standardized and informal assessments, to practice treatment planning and socially responsible best practices. Psychometric statistics such as measures of central tendency, standard errors, as well as psychometric properties of instruments such as validity and reliability are discussed. Strategies for ethical selection, administration, and interpretation of assessment and evaluation instruments and techniques with multicultural considerations are addressed. Experiential art activities, lab exercises, lectures, evaluation via quizzes and exams, as well as regular written assignments are the primary means of learning in this course. This class develops cultural awareness and sensitivity in regard to professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

MART-346 The Use of Art in Group Therapy 3 Credits
(Vancouver Campus)

This course offers models, approaches, and skills in group art therapy with culturally diverse groups and clinical populations. Through readings, role-play, presentations, art making activities, and class discussions students gain understanding and experience to facilitate individual expression and change in group art therapy. This art therapy group course is designed as a training experience which in addition to developing skills to facilitate art therapy groups, develops an awareness of how the efficacy of group experience can transform the individual.

MAT-346 Use of Art Therapy in Group Psychotherapy 3 Credits
and Psychopathology

This course introduces students to history, theory, methods, principles and applications of group dynamics as well as developmental stages of groups. In addition, group members' roles and behaviors, and therapeutic factors of group work are discussed. Students have the opportunity to apply these principles through role-playing, participating as group members in art experiential components of this course, as well as designing, planning, leading, and co-leading group sessions for diverse client populations in an effort to process their experiences and learn to relate more effectively and creatively in the group setting. Special consideration of trust building in socially excluded groups is addressed with focus on art therapy directives especially suited to these groups. This course offers models, approaches, and skills in leading group counseling, group psychotherapy, and group art therapy. Through seminal readings on the theory and practice of group therapy, films, current journal articles, role plays, and art experientials, the understanding and experience to facilitate engagement and change is gained through a "here and now" multimodel approach.

MACD-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 toward 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

tudents 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.

MAT-402 Introduction to Adlerian Psychology and Psychopathology 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 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. 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 socioeconomic setting. It further emphasizes the contextual setting of pathological development of the style of life within families and society. The course addresses cognitive, affective, sociocultural 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.

**MCFT-433 Fundamentals of Adlerian Psychology and Parenting 3 Credits
Education: Theory and Interventions**

This course will provide the couple and family therapy student with 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: PSY-709 or 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 of addiction. 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: PSY-709 or 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, ethical, and legal perspective, ethical practices, and legal aspects are presented.

MAT-438 Introduction to Addictive Disorders 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 includes 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. 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 is included along with the historic development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

MCF-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.

PCO-438 Introduction to Addictive Disorders 3 Credits

This course provides an introduction to alcoholism, substance abuse, and other addictive disorders. It includes an overview of assessment methodologies, the treatment models of addictive disorders, and the tools for recognizing the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and mentally ill substance abusers. The basic pharmacological, physiological, and medical aspects of chemical dependence are explained along with the historic development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

CES-445 Practicum in Substance Abuse Counseling I-II 1 Credit Each
CES-446

Prerequisites: PSY-750, PSY-752 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 CES-447-448 for M.A. or PSY-860-861. In this practicum, 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 M.A. Practicum Seminar in Substance Abuse 1 Credit Each
CES-448 Counseling I-II

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, Counseling, 3 Credits
and Psychotherapy

This course presents an overview of various art therapy and counseling 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 is discussed. Students 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. Theories of psychological development and graphic development provide models for understanding human behavior across the lifespan. Art therapy perspectives, counseling and psychotherapy interventions are presented through readings, lectures, art making activities, films, and class discussion. Students review major theories of psychological and psychosocial development that have provided models for understanding human behavior across the lifespan. This understanding, in addition to learning the various stages of graphic development (includes Lowenfeld's), is the basis for specific age-appropriate interventions in art therapy. Additionally, understanding the development of socially excluded populations due to racism, sexism, ableism, etc. enhance the overview of this course.

MART-451 Socio-Cultural and Multicultural Approaches in 3 Credits
Art Therapy (Vancouver Campus)

Through readings, lectures, and art-based activities, students discuss issues that address a broad spectrum of cultural factors that influence art therapy practice. Issues and tools to develop cultural competence are presented.

MAT-451 Socio-cultural and Multicultural Approaches in 3 Credits
Art Therapy, Counseling, and Psychotherapy

This course provides a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course covers theories, research, and practices associated with multicultural competence with emphases on both between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students are introduced to topics including oppression and privilege, racism, discrimination, sexism, power, ageism. Through readings, lectures, films, and art-based activities students address a broad spectrum of cultural factors that influence art therapy, counseling, and psychotherapy practice. Issues and tools to develop cultural competence in an art therapy, counseling, and psychotherapy practice are presented. Focus is placed on gaining an understanding of the historical, social and political factors, which influence beliefs, attitudes and behaviors toward individual difference. Students examine critical methods and best practices of multicultural art therapy and counseling through class discussions, exercises, and assessment assignments; Emphasis is placed on: developing increased awareness and application of multicultural art therapy and counseling skills to become a culturally competent and ethical practitioner; gaining an understanding of multicultural art therapy and counseling techniques that highlight socio cultural and diverse perspectives. Additional emphasis is placed on developing an awareness of individual and group processes and how the clinician's individual, group, and cultural identity impact ethical assessment and treatment of clients from diverse groups. Integrating science and practice is also highlighted. Through readings, lectures, videos, and art-based activities students address a broad spectrum of cultural and social exclusion factors that influence art therapy practice. Issues and tools to develop cultural competence in counseling and art therapy practice are presented. Using written, oral and artistic skills, students are expected to explore their own racial and cultural roots to build a foundation for working with diverse clients. This class develops cultural awareness and sensitivity in regards to socially responsible, professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

MART-452 Theories and Methods of Art Therapy Intervention I: 3 Credits
Families and Older Adults (Vancouver Campus)

This course focuses on understanding family dynamics and treatment strategies involving approaches in art therapy through selected readings, discussions, and video presentations. This course introduces family art therapy, the process of clinical art therapy intervention with families across the lifespan and across generations. This course addresses issues arising in culturally diverse families and effective approaches to treatment utilizing Adlerian theory and other predominant theoretical models in family therapy. Learning in this course will focus on information and strategies in family art therapy through experiential exercises, lectures as well as written and oral assignments.

MAT-452 **Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy I: Couples, 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. This course focuses on understanding family dynamics and treatment strategies involving interviewing and intervention techniques and approaches in art therapy, counseling and psychotherapy through selected readings, discussions, and film presentations. This course introduces the process of clinical art therapy and counseling interventions with families across the lifespan and across generations. Definitions of “couple and family” are discussed in reference to traditional, single parent, and alternative parenting practices. This course also addresses issues arising in culturally diverse families and effective approaches to treatment utilizing predominant theoretical models in family therapy. Learning in this course focuses on information and strategies in couple and family art therapy and counseling through experiential exercises, lectures as well as written and oral assignments. The impact of multigenerational and environment factors on family dynamics and couples' relations is examined through various systemic perspectives. Students learn about the leading figures, feature concepts, and typical techniques and intervention strategies of these models. Students are 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.

MART-453 **Theories and Methods of Intervention in Art Therapy II: Trauma (Vancouver Campus)** **3 Credits**

Through readings, class presentations, discussions, and art making directives, this course will provide information and skill building exercises that elucidate different aspects of the trauma spectrum. The subjects of grief and loss, trauma recovery, and the effects of trauma on diverse populations will be covered in depth.

MAT-453 **Theories and Methods of Intervention in Art Therapy, Counseling and Psychotherapy II: Trauma, Loss, Grief, and Bereavement** **3 Credits**

Through readings, class presentations, discussions, and art making directives, this course provides information and skill building exercises that elucidate several aspects of the trauma spectrum. The subjects of trauma recovery, loss, grief, and bereavement, vicarious trauma, and the effects of trauma on diverse populations are covered in depth. This course is designed to assist students in expanding their art therapy and counseling knowledge and skills such as interviewing and intervention techniques. Students 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 are trained in current record-keeping standards and protocol in clinical mental health settings.

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 as well as learning consultative skills. Art experientials enhance this course as the students use self-reflective methods, including mindfulness based best practices to develop their skills for employment in the field of art therapy and counseling. Students discuss and present cases that include art work 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.

MART-468 Art Therapy Practicum Seminar II 2 Credits
(Vancouver Campus)

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 practicum are discussed regarding principles of art therapy practice, counseling, assessment, and intervention. The focus is on the development of knowledge, skills and values essential to providing competent and ethical practice of art therapy and counselling.

MAT-468 MAT Practicum Seminar II 2 Credits

Required: Concurrent with MAT-480-MAT-481. 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. In a group consultation model, this course provides eight 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. This seminar is designed to further assist students in expanding their counseling knowledge and skills. Students learn to continue 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 and demonstration of theory-specific art therapy and counseling techniques in the context of therapeutic relationships, e.g. stages of treatment, common factors in the change process, and multicultural issues. Students are trained in current record-keeping standards and protocol in clinical mental health settings. Students discuss and present cases to demonstrate their ability in applying art therapy and counseling theories and techniques, assessment and diagnostic information in relation to clients' characteristics in case conceptualization and treatment planning. Practicum seminar also provides peer support and consultation as well as professional development. Art experientials enhance this course as the students use self-reflective methods, including mindfulness based best practices to further develop and enhance their skills for employment in the field of art therapy and counseling.

MAT-469**MAT Practicum Seminar Continued****1 Credit**

Required: Concurrent with PCO-610 Practicum Continued. If students wish to earn extra practicum hours, or if they are not yet finished with their practicum experience, they may choose to register for PCO -610 Practicum continued and, if no ATR is on site at the site, they will need to register for MAT 469 MAT Practicum Continued. Along with the field experience, students receive 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. Using a peer consultation model, the practicum seminar provides discussion of professional issues, clinical art therapy practice, and onsite practicum supervision experiences. Class participants discuss specific clinical cases with attention to the principles of art therapy practice, counseling skills, assessment and intervention. The focus is on the development of knowledge, skills and values essential to competent and ethical art therapy and counseling practice. Students are further 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 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. 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 art therapists and mental health counselors is discussed. Practicum seminar also provides peer support and consultation as well as professional development. Students demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness based best practices to further develop and enhance their skills for employment in the field of art therapy and counseling.

MAT-472**Basic Skills for Psychotherapy (with lab)****3 credits**

This course teaches art therapy and counseling students basic, and in depth relationship micro and macro counseling and psychotherapy skills, that use role plays, art work, art making, art directives, and other experiential activities to demonstrate these concepts. The course covers counseling skills (e.g., attending, active listening, building rapport), intake interviewing, and self-reflection/self-assessment procedures and other experiential activities to prepare for clinical work on practicum. Students 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. This course also includes the direct experience of various art processes and materials in order to identify the therapeutic effect of art making that in turn leads to comprising treatment goals and intervention strategies as related to the latest version of the DSM to understand diagnostic criteria and the relationship between diagnosis, counseling and art therapy assessments (formal and informal, projective, objective, and subjective) and treatment planning within the realm of case conceptualization formulations. It also addresses additional skills such as confrontation, immediacy, here-and-now processing, self-disclosure, and stages of change. This course is designed to provide a foundation of knowledge, awareness, and skills needed for providing more effective counseling services in

MACD-486 Nonprofit Organizational Structure and Practice 3 Credits
(Vancouver Campus)

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

MACD-487 Program Assessment and Evaluation 3 Credits
(Vancouver Campus)

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.

MACD-488 Strategic Planning and Facilitation 3 Credits
(Vancouver Campus)

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 toward a well-crafted vision.

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

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 3 Credits
(Vancouver Campus)

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 1 Credit
(Vancouver Campus)

Prerequisite: PCO-494. The purpose of this course is to review 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 developing a research proposal that will form the foundation for their final thesis.

MAT-497 Research Methods in Art Therapy, Counseling, 3 Credits
and Psychotherapy

This course is an introduction to approaches to research design, data collection methodology, and data analysis with a focus on the field of art therapy. It emphasizes the importance of evidence-based research in advancing the field of art therapy and counseling. Qualitative and quantitative research and mixed methods will be examined and synthesized by a major research proposal. Also, art therapy research protocols, ethical issues in conducting research, and multicultural considerations are explored. This course is a master's level introduction to research methods and program evaluation as it pertains to the fields of art therapy, counseling, psychotherapy, and clinical mental health counseling. Major research designs including both quantitative and qualitative methods are explored. In addition, the course surveys its history and development of program evaluation and provides 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 are also covered.

MCFT-497 Research Methods 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. Students learn to conduct an extensive review of couple and family therapy literature and to use research findings in therapy with individuals, couples, and families.

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

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

CRIM-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 their impact 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.

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 one-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 and health psychology; issues of diversity as they relate to the field and students' personal and professional growth; and an 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.

NPM-500 The Nonprofit Sector 3 Credits

The primary purpose of this course is to give students a common background that prepares them for the remainder of the program and to develop their intellectual curiosity and inspiration. This course introduces students to the history, legal foundations, and unique role of the nonprofit sector in building civil society and working for social justice. Students are also introduced to the basic structures, functions and future trends facing the sector.

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 University 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.

PPA-500 **Theories of Public Policy and 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, technology 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.

CRIM-501 **Juvenile Justice** **3 Credits**

Young people are disproportionately impacted by criminal behavior whether they are victimized, acting as offenders, or witnessing violence or other criminal activities. The systemic responses to their experiences will shape not only their future interactions with the system, but the trajectory of their lives. This course will provide a detailed overview of the issues, policies, and procedures of the juvenile justice system, from its inception to its current state. Historical precedents for treating juveniles differently, including the types of crimes and processes they are subject to from adults in the criminal justice system, will be explored. Students will analyze current knowledge about how the biological, psychological, and social development of children influences policy and practice. During the course, the influence of individual, family, and community factors (both risk and protective) on delinquency and victimization will be considered. Tested practices for reducing delinquency and victimization such as mentoring, therapy, and the D.A.R.E. program will be debated.

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.

NPM-501 Technical Skills for the Nonprofit Manager 3 Credits

This applied course focuses on developing the necessary core technical skills to become an effective manager of a nonprofit organization. Students will explore the components and purpose of required financial documents and budgets, and discuss the legal constraints and requirements of nonprofit organizations. Finally, students will investigate planning and evaluation methods to address social justice issues.

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

The first part of this course teaches students 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.

CRIM-502 Social Psychology and Individual Diversity 3 Credits

The consideration of individual differences is necessary to develop an understanding of criminal behavior and responses to crime. This course examines, from a diversity perspective, the theories and concepts of social psychology. Factors related to individual and group identity 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. Students will consider the roles of society and dominant culture in the construction and evolution of the self. Multiple determinants of behavior will be analyzed from various theoretical perspectives.

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 M.A. Practicum Seminar I-II 2 Credits Each
MAC-503 (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, and values needed to provide competent and ethical counseling.

MACR-502 Medical and 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 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 3 Credits
Military Justice

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, and examine the history and evolution of the UCMJ. 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 uninformed lawyers and will not be a comprehensive treatise on military law.

MIO-502 Organizational Theory 3 Credits

This course presents a multi-faceted view of organizational theory for the I/O practitioner. Both the history of the field and current issues related to research and practice are explored. The course begins with basic concepts of structure and systems and moves to exploring relationships in the organizational ecosystem (i.e., among leaders, the workforce, and key stakeholders). Important organizational factors such as lifecycle, culture, and ethical decision-making are linked to organizational effectiveness. Special attention is given to applying these concepts to unique organizational challenges via case studies affecting large corporations and not-for profits.

NPM-502 Professional and Personal Development Skills 3 Credits
for the Nonprofit Leader

Sustaining a robust career in the nonprofit sector alongside a personal life requires key skills that can be developed with education and practice. This course will focus on enhancing resiliency, creativity, and productivity. These skills will be applied to pursuing social justice, conflict management, appreciation of diversity, effective communication, and maintaining a life-work balance.

PPA-502 **Ethics in Public Service** **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.

CRIM-503 **Special Topics: Impacts of Drug Policy** **3 Credits**
The ability to critically evaluate the complexities and consequences, both intended and unintended, of a contemporary macro policy, at the federal and state levels, and societal attitudes, is an essential skill for a socially responsible criminal justice professional. While most people are not drug addicts, a significant portion of the population has used drugs recreationally, and illegal drug use creates the need for a policy response in nearly all criminal justice agencies, thereby impacting most Americans either directly or indirectly. This course provides an opportunity for students to reflect on drug policy and the administration of justice. It will provide an introduction to the connection between drugs and crime, development of drug policy and associated structures (i.e., adjudication and incarceration), the impact of drug policy on individual behavior and attitudes, and the collective impact on society.

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 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 of failed policies.

MIO-503 **Research Methods and Design** **3 Credits**
Effective Fall 2014 only. 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.

MIO-503 **Research Methods** **3 Credits**
Effective Spring 2015. Prerequisites: MIO-502, MIO-517. This course introduces students to the basics of social science research methodology within the context of organizations. Students learn how to establish research questions and select the appropriate research design to answer those questions. Sampling and selection of participants, selection of variables, and data collection methods will be reviewed. This course serves as the foundation for completing the Social Responsibility Action Plan. Students will identify a current or emerging social justice problem, which will serve as their topic, and will begin their research as part of this course. To support completion of the required project, guidance on how to conduct literature reviews will be provided.

NPM-503 **Nonprofit Governance: Leadership and Ethics** **3 Credits**
Through the use of case studies, this course will explore leadership theory within the context of nonprofit settings, governance with a focus on the role the Board of Directors and ethical considerations for leaders and managers of nonprofits. Students will analyze common situations and issues as they pertain to balancing and engaging the interests of the organization's stakeholders.

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.

CRIM-504 **Mental Health Intersections in Criminal Justice** **3 Credits**
Research has demonstrated a prevalence of mental health disorders among criminal defendants, but the criminal justice system does not have adequate resources to recognize and effectively address mental health issues. The objective of this course is to provide the student with an overview of the intersection of mental health and crime and violence, as well as policies and programs intended to address mental illness in the justice system. The impact of mental health programs implemented in the system will be discussed, as will the expectation that the system house and manage the mentally ill. Topics will include the nature and prevalence of mental illness among criminal offenders and its comorbidity with substance abuse, competency issues, re-entry and recidivism, and tested treatment strategies. The course will also explore the co-existence of societal inequalities and individuals with mental illness who have contact with the criminal justice system.

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

Effective Fall 2014 only. 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.

MIO-504 Organizational Development and Change 3 Credits

Effective Spring 2015. Prerequisite: MIO-502. This course examines the vital role of organizational development (OD) to help organizations evolve to meet business challenges. Through case study and interactive discussion, students learn about the phases of planned change. Key factors such as increasing employee commitment and decreasing resistance to change are covered. This course prepares students to design sound evidence-based OD interventions and evaluate their impact. Experiential learning is employed to help students grapple with the impact of change. In addition, the distinct values of OD practitioners are highlighted as these are fundamental for building successful relationships. Finally, social justice and social responsibility concepts are integrated into knowledge about OD interventions.

NPM-504 Philanthropy and Resource Development 3 Credits

Understanding philanthropy and the motivation of donors provides a foundation for developing strategies for encouraging giving. This course reviews the history of philanthropy in the U.S. and how it became embedded in American culture. Students will be introduced to a wide range of strategies for developing and implementing fundraising planning, developing relationships with donors, marketing, and exercising good stewardship and transparency. Various fundraising techniques such as annual campaigns, soliciting corporate and major donors, special events, and planned giving are presented and applied through course assignments.

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.

CRIM-505 Race, Class, Gender, and Justice 3 Credits

Race, class, and gender are fundamental to understanding criminological theory and practice. 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. Students will be introduced to the ways that these factors affect criminal and civil law-making, the development of critical 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-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.

MCFT-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 code of ethics of the American Association for Marriage & Family Therapy (AAMFT). 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 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 maladaptive reactions to the range of stressful events inherent in active duty and become familiar with various

strategies for the prevention, management, and treatment of 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 as it relates to the well-being of military personnel and their families.

**MART-505 Art Therapy Professional Development, Issues, and Ethics 3 Credits
(Vancouver Campus)**

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics of the Canadian Psychological Association, the Canadian Counselling and Psychotherapy Association, the BC Association of Clinical Counsellors, the BC Art Therapy Association, the Canadian Art Therapy Association, and the American Art Therapy Association. They will also learn 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 counseling and psychology. This course will also address legal issues that affect the day-to-day work of counsellors.

**MAT-505 Professional Development, Issues, and Ethics in 3 Credits
Art Therapy, Counseling, and Psychotherapy**

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 the American Counseling Association. Students will learn to apply ethical and professional decision-making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. 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.

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 multicultural context. Cognitive, competence, integrity, and social/emotional intelligence are examined with reference to relevant Adlerian values.

NPM-505 Capstone One 3 Credits

In this course, students will apply course material to date to propose and develop a nonprofit organization of their own choosing. Students will situate their nonprofit within the broad context of a community, explain its unique function, and align the proposed organization's goals to further social justice and foster civil society. Students will also propose strategies for engaging a broad range of individuals, including board members and the larger community, to fulfill the mission of the organization. Finally, students will apply the appropriate technical skills to develop and implement their proposal.

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

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

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.

CRIM-506 Public Policy Issues in Criminal Justice 3 Credits

During the last 50 years, crime in the United States increased, then decreased significantly, and a number of theories have been posited to explain changing crime patterns. How are crime and public policy related to one another? The focus of this course is on teaching the policy process including formulation, implementation, analysis, and the social and economic costs of criminal justice policy. Students will also considers the role of research in shaping criminal justice policy and discuss various research methods that are used to evaluate policies. Discussion will consider the relative influence of various perspectives on the policymaking process, from academics to lobbyists, and how justice professionals might affect the inclusion of those most impacted by crime and justice policy.

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.

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 jobs can have on individual and family life.

MAT-506 Neuroscience in Art Therapy, Counseling, and Psychotherapy: Special Populations 3 Credits

This course addresses the relationships among neuroscience, biology, art, creativity, perception, and memory as they relate to the application and practice of counseling, psychotherapy, and art therapy. The perception and aesthetics of the visual elements of art are highlighted and discussed in relation to neurological functioning. This course covers the structures and functions of the areas of the brain, executive functioning skills such as working memory, symbolic process/symbol formation, reasoning, problem solving, as well as developing an understanding of visual spatial abilities. The emphasis throughout the class covers various specialized topics ranging from Adlerian approaches to neurological disorders to Jungian archetypes, symbolism, and complex clinical case studies that include various syndromes, neurocognitive/neurological disorders that may include but are not limited to traumatic brain injury, dementia, and cerebrovascular diseases. This course explores the scientific theory and the science of art therapy using mind-body approaches and the application of art therapy in neuropsychological settings to demonstrate how such principles can be utilized for enhanced clinical practice, efficacy, and therapeutic outcomes within a developmental, behavioral and socio-cultural context. Students participate in research regarding their choice in special populations in order for them to expand their knowledge base and understanding of potential clients. Art experientials enhance this course as the students use self-reflective methods, including mindfulness based best practices, as well as more in depth directives that relate to the functions of the brain and its impact within the art therapy and counseling milieu in order to further develop and enhance their skills for employment in the field of art therapy and counseling.

MIO-506 Problem Solving Analysis Techniques 3 Credits

Effective Fall 2014 and Spring 2015 only. 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.

MIO-506 Statistics 3 Credits

Effective Summer 2015. Prerequisites: MIO-502, MIO-517, MIO-503. This course prepares students to conduct statistical analysis using SPSS. Descriptive and inferential statistical techniques will be covered as they relate to making decisions and solving problems in organizations. Multivariate techniques will be introduced at the end of the term to inform students in making predictions and explaining data.

NPM-506 Research Methods for Social Impact 3 Credits

Informed decisions and planning require information. The ability to create a research methodology, as well as critically analyze existing research, is essential for the ethical and well-prepared nonprofit agent. Mixed methodologies are often the most efficacious means to conduct meaningful and thorough research. This course provides a survey of research methodologies and then focuses on action research. Action research is collaborative, dynamic, and frequently utilized in a global context to address issues of social justice. The process focuses on participation by the affected community and research that is then used to inform decisions. It is an open-ended and action-oriented process.

**PPA-506 Research Methods II: Qualitative Research Methods 3 Credits
and Community Consultation**

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.

CRIM-507 Research Methods 3 Credits

This course introduces students to the basics of social science research methodology. Students will be exposed to philosophical debates about ethical and culturally relevant strategies for studying human behavior and will have guided opportunities to critique current research by identifying the research method and design, explaining design limitations, and making recommendations for improvement. This course serves as the foundation for completing the capstone project during the final criminology course (CRIM-511), in which students will examine in-depth a current or emerging topic related to criminology or the criminal justice system. The student will choose one topic of interest with faculty guidance during the course, which will also be used for the capstone project.

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 to study related to emergency management. 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 Counseling 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, and 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 published military psychology-related research by identifying the research method and design, identifying and explaining design limitations, and making recommendations for improvement.

MAT-507 International Immersion and Cross-Cultural Studies 0 credits

Approval of Department Chair required. This course offers an international immersion and cross cultural studies opportunity that includes an international travel experience. This is offered upon successfully completing MAT Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, and Psychotherapy. This course provides students with knowledge and practical opportunities to apply Art Therapy and Counseling and Psychotherapy theories and skills in an international setting. This course is designed for students wanting to practice their art therapy and clinical skills and obtain a better knowledge of international cultures. Students learn about the Socio-Cultural and Multi-Cultural Approaches in Art Therapy, Counseling, and Psychotherapy and their applications as they pertain to the mental health delivery of services in that particular country. The course includes classroom instruction at Adler's Chicago campus during Summer I, followed by a two to four-week immersion experience that includes classroom instruction and cultural experiences during Summer II. Students return to Adler's Chicago campus during the last week of Summer II to debrief and discuss their experiences abroad, and present on how they will incorporate their learning in future clinical experiences. The course includes a revision of current literature on theories and applications of international study and the opportunity to shadow, observe, and collaborate with professionals in the field. These learning experiences are contextually informed and culturally inclusive. The immersion component of this course allows students to shadow professionals in their work sites (hospitals, schools, or community centers) and to have supervised, hands-on experiences.

MIO-507 Consumer and Employee Attitudes 3 Credits

Prerequisites: MIO-502, MIO-503, MIO-506, MIO-517. This course prepares students to conduct survey research in organizations to measure employee or consumer attitudes. Students will learn how to design a survey, evaluate the reliability and validity of a survey, utilize statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed and an overview of employee attitudes will be reviewed.

NPM-507 Advocacy 3 Credits

Advocacy is a powerful means by which nonprofits can address inequity and inform individuals and public officials about community needs. This course explores advocacy in terms of its theoretical underpinnings in creating a vibrant civil society as well as practical applications. Students will be exposed to a broad range of advocacy strategies, ethical considerations related to advocacy, and the legal constraints on lobbying. Students will identify an advocacy issue and potential strategies for developing a campaign.

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.

CRIM-508 Comparative Criminal Justice Systems 3 Credits

Nations worldwide vary in their definitions and systemic response to crime, and technology has contributed to increasingly interconnected cultures. This course compares criminal justice systems operating throughout the world in order for students to develop a critical perspective of the contemporary U.S. system. Students will learn about the basic worldwide philosophies of criminal justice and will compare their respective approaches to law making, policing, courts, corrections, crime prevention, sentencing, and correctional procedures. In addition, students will discuss pressing contemporary issues related to the impact of globalization on crime, including terrorism, human trafficking, and the drug trade.

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 Violence, Aggression, and Social Deviance 3 Credits

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

MAMP-508 Culture and Diversity in the Military 3 Credits

This course provides an overview of psychological and sociological dimensions of the warrior culture. 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 uniformed services, organizational and leadership structure, military core value systems, 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 as they apply to the military. This will provide the student with a better understanding of military culture, allowing cultural sensitivity in communications and in interactions with uniformed service members, their partners, families, and community. Service learning will occur with the student attending open military/veterans/family-related advocacy and support groups.

NPM-508 Entrepreneurial Program Planning and Development 3 Credits
for Social Change

This course engages students in thinking about social problems and issues from the perspective of a social entrepreneur. A social entrepreneur is one who develops new and innovative ways for tackling issues that communities identify as important, such as access to clean water, teen literacy, or high rates of disease. This course asks students to identify an issue, research and define the causes and ramifications of the issue from the perspective of the community, the current resources brought to bear on the issue, existing state-of-the-art programs that address the issue, and finally to propose ideas for a new and innovative program.

PPA-508 Capstone/Fieldwork Experience in Public Policy 3 Credits

Prerequisites: PPA-505 and PPA-506. The Capstone/Fieldwork experience offers students the opportunity to work in an organizational setting such as a governmental agency, community group, or nonprofit 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.

CRIM-509 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. This 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 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.

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, & Advanced Counseling Skills 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 covered. Special focus will be placed on alternative and innovative outcome-oriented programming.

MIO-509 Group Collaboration Methods 3 Credits

Effective Fall 2014 only. Prerequisite: MIO-502. This course provides students with an introduction to small group theory, social psychology research, and its relation to relevant practice. Students obtain a solid understanding of the nature of complex organizations, including 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.

MIO-509 Group Dynamics 3 Credits

Effective Spring 2015. Prerequisite: MIO-502. In this course, students are introduced to the function and structure of groups to promote organizational effectiveness. The science behind group decision-making, process, and communication are explored. Course topics also cover conflict resolution, leadership and power, collaboration, and shared goals. Students learn techniques to optimize group performance, with special emphasis on building high-performance teams to meet business challenges. To increase awareness of how individual difference affects group dynamics, students take a variety of personality measures highlighting personal strengths and weaknesses. They apply these findings to group membership and discuss career applications of working with groups and teams. Social justice concepts are applied to ethical decision-making in group work.

NPM-509 Grant Writing 3 Credits

The ability to research grant opportunities, create successful proposals, and steward grants through the evaluation period is a central task of the nonprofit leader. This is a hands-on course wherein students research grant opportunities and develop an actual grant proposal for a nonprofit organization. Students are introduced to the strategies of foundation giving and collaboration with public sector organizations for grant-funded projects.

PPA-509 Health Determinants and Outcomes 3 Credits

According to the World Health Organization, in 2010 more than half of all people lived in urban areas. With current urbanization rates, by 2030, six out of every 10 people will live in a city, and by 2050 the urban population will increase to seven out of 10 people. Given this pattern of rapid worldwide urbanization, this course explores the history of mental health in cities and the determinants within cities that shape mental health outcomes, the social distribution of health and disease, and health disparities. The determinants studied include, but are limited to, social, economic, political, and environmental factors. Consideration is also given to how advocacy assists in bringing into the policy process values that serve to improve the conditions that promote health and well-being for individuals and communities.

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.

CRIM-510 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.

**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.

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 disorders. 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
Effective 2014-2015 only. This course focuses on leadership as a complex developmental process and the behaviors of leadership styles. Evaluation of action programs fosters practical application in leadership assessment to improve workplace situations. Topics 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.

MIO-510 Executive Coaching 3 Credits
Effective Fall 2015. Prerequisite: MIO-502. This course teaches students cognitive, behavioral, psychoanalytic, developmental, and humanistic techniques of evidence-based executive coaching, in the context of leadership development. The course aligns behavior change and individual growth with learning about organizational dimensions. The role of culture is explored in coaching engagements, as well as ethical and legal behavior of I/O practitioners. Career considerations are given in light of student interest and reflection on skill development.

NPM-510 Human Resource and Volunteer Management 3 Credits
Nonprofit leaders are faced with challenges of managing staff and volunteers. This course provides students with strategies for recruiting, selecting, developing, evaluating, and retaining employees and volunteers. Legal requirements as they relate to human resource management will be discussed, and human resource planning and performance evaluation strategies will be explored.

PPA-510 Public Health and Population Mental Health Research and Health Promotion 3 Credits
This course explores the public health approach to population mental health research and health promotion, including epidemiologic methods to identify and solve urban mental health problems including association and causation of mental health. Students are introduced to the basic principles of epidemiology as used in public health studies that examine the origins and characteristics of specific mental illnesses, and applications of health promotion and practices used to improve individual and community health.

PSYD-510 Research and Psychometric Theory (Vancouver Campus) 3 Credits
This course introduces students to psychometric theory. It focuses on concepts and theoretical principles central to the various forms of psychological assessment. Students will gain the theoretical and statistical knowledge necessary to understand when, why, and how to use psychometrics in their work and research.

CRIM-511 Examining Contemporary Issues in Criminal Justice 3 Credits
Criminology is impacted by contemporary issues and advances in science and technology. As such, new issues are often emerging within the discipline. This course enables students to study in-depth contemporary aspects as they arise and as defined by their interest, resulting in the completion of a capstone project in which students examine the identified issue from a theoretical, practice, and research perspective. Students will ultimately propose a socially just solution to the issue. Topics will be self-selected with faculty guidance during the Research Methods course (CRIM-507).

NPM-511 **Capstone Two** **3 Credits**
In this course, students will further develop the nonprofit organization proposed in Capstone One. Students will build upon their work in Capstone One by proposing entrepreneurial programs to address social justice. They will also finalize their fundraising plan and grant proposal, as well as their strategy for recruitment, selection, and retention of staff and volunteers. Students will also explain the role and common structures for planning and evaluation. Finally, students will reflect on their leadership style, including their ability to appreciate diversity of thought, experience, and background and to manage conflict.

PPA-511 **Topics in Urban Policy – Critical Urban** **3 Credits**
Mental Health Issues
This course examines four themes that directly affect the health of a community and its members. It will provide students with an overview of the important public policy issues facing urban centers in the 21st century. Each of the four issues will provide students with an overview of the policy issue, current debates, and local and national policy questions related to the issue.

EML-512 **EML Capstone Project** **1 Credit**
This course builds on the Research Methods for Leaders in Emergency Management course. It 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 Methods 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.

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 tools and procedures used to recruit and select the best employees for organizations. It will prepare students with the skills to conduct a job analysis, create job applications and structured job interviews, and evaluate appropriate tools for employee selection. Students will also review the theory and use of ability, knowledge, personality testing, and multi-competency methods of evaluating employees such as assessment centers. Legal issues and test measurement will be reviewed as they relate to employee selection.

PPA-512 Human Rights Policies and Outcomes 3 Credits

This course introduces students to the field of universal human rights. Students will develop a critical understanding of the main issues that influenced the conceptualization of human rights historically, theoretically, and currently, and students will be introduced to the skills needed to analyze human rights policies and strategies on an international scale from a non-U.S. perspective. Students will explore the key historical moments in the development of the first human rights policies and consider contemporary issues and topics such as globalization, neoliberalism, living conditions, military expenditures, violence, women rights, human trafficking, and non-Western conceptions of human rights.

PPA-513 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 health care 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 Heartland Alliance for Human Rights and Human Needs.

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 680 & 682, 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 topics with a focus on increasing knowledge, skills, and professional growth within ethical, socially responsible, and culturally diverse perspectives of counseling.

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

This class will offer students an opportunity to address a contemporary human rights issue in depth. 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 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.

MACF-515 Forensic Psychology for Law Enforcement 3 Credits

This elective course is in Year Two, Spring Term. This course is designed to cover the core areas of the field of police psychology and the application of psychology theory to the field of law enforcement. Students will learn the basic principles of law enforcement, police culture, and forensic systems within law enforcement. Students will learn disorders more common to police personnel along with research-based interventions and their application with law enforcement personnel and their families. In addition, the course will cover the foundations of ethics and ethical codes of conduct including an exploration of theories of social justice as they apply to law enforcement personnel.

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

This course covers a wide range of research designs used to research issues in clinical psychology. The purpose is to expose students to a variety of quantitative and selected qualitative research designs most frequently used in clinical psychology. A critical assessment is provided of the strengths and limitations of these designs. The types of research covered includes a wide range of quantitative methods, for example basic and factorial experimental designs, randomized clinical trials, quasi-experimental research, case control studies, descriptive survey research, psychometric studies, meta-analytic studies, case study research and program evaluation research. Selected qualitative designs of particular relevance to clinical settings will also be outlined, including thematic analysis, action research and phenomenological research. All of the designs covered will be examined with the aim of equipping prospective graduates with the research skills necessary to assume a local clinical scientist role in their future employment settings. Building upon the Local Clinical Scientist Model, this course also emphasizes theory and application of research designs for working in both clinical and community settings. Attention will also be given to issues of cultural diversity in research, research validity and bias, the connection between research questions and appropriate methodologies, and the link between science and practice. Preparation of a research proposal is intended to assist students in their eventual work on their Doctoral Research Project.

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.

MACF-516 Sex Offender Treatment, Theory, and Practice 3 Credits

This course is designed to introduce students to the history, theory, research, and clinical practices involved with the treatment of both adult and juvenile sex offenders. The laws and the impact of systemic influences will be stressed as well as the socio-cultural aspects of sex offenses and their impact on society.

MIO-515 Capstone 1 Credit

Effective 2014-2015 only. 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. Projects 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-515 Social Responsibility Action Plan 1 Credit

Effective Fall 2015. Prerequisites: Approval of SRAP application. Should be taken concurrently with the final course in the program. Drawing on content across the curriculum, students will further their research on the social justice problem selected in the Research Methods course and propose alternative, socially responsible solutions. Students will prepare a white paper and brief presentation to communicate the problem, analyze existing research and practices, and present their unique contributions and solutions.

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. Projects 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 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.

MACF-517 Psychology of Juvenile Justice Populations 3 Credits

This course is designed to introduce students to the theory and clinical practices involved with the behavior of the youth population engaged in the juvenile justice system. Gang involvement, youth violence, and substance use among the youth populations impact their growth and adversely influence behavior. The laws and the impact of systemic influences will be stressed, as well as the socio-cultural aspects of juvenile offenses and the impact on community. Appropriate treatment models for use in juvenile justice settings will also be reviewed.

MIO-517 Talent Management 3 Credits

This course will offer students an introduction to the field of talent management and what has also been known as personnel psychology. An overview of the processes used by organizations to attract, select, retain, and develop employees will be discussed in this course. With the right talent in place, organizations can be more effective in reaching their strategic and operational objectives. The sequence of the course will follow the cycle of employment, from recruitment and selection, to training, performance management, and development.

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 address topics such 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.

MIO-518 Consulting Skills 3 Credits

Prerequisites: MIO-502, MIO-517. Skilled consultants help clients define and solve problems. This course builds on content introduced in Organizational Development and Change to deepen student knowledge of the advising profession. Students will learn the intricacies of the consulting profession, analyze the phases of an effective consulting process using Block's framework, and apply consulting skills via a team-based simulation. Sample project proposals will be presented to promote real-world learning, and students will reflect on the important role of the self in building client relationships. Finally, a career spotlight will include exploration of the distinct roles of internal and external consultants.

MAOP-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, sociocultural 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.

MIO-519 Performance Management 3 Credits

Prerequisite: MIO-517. In this course, students learn all aspects of the performance management process, which begins with the organization's goals and standards and is continuously monitored by measuring and evaluating employees, distributing rewards, coaching and training employees, providing feedback, and aligning goals across the levels of the organization. Students learn about threats to performance evaluation accuracy, to include issues of reliability, construct validity, and inter-rater agreement. Additional topics include rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multi-national organizations.

PCO-520 Theories of Psychotherapy 3 Credits

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

PCO-523 Adlerian Approaches to Individual and Family Therapy 3 Credits

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

**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.

**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, 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.

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 that 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 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.

COUN-534 Counseling Skills 3 Credits

This course teaches 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. It also addresses additional skills such as confrontation, immediacy, here-and-now processing, self-disclosure, and stages of change. This course includes a required lab.

COUN-535 Diagnosis of Maladaptive Behavior 3 Credits

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

COUN-536 Counseling Multicultural Communities 3 Credits

This course is designed to provide a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course will cover theories, research, and practices associated with multicultural competence with emphases on between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism.

MAC-537 **M.A. Practicum and Seminar I** **3 Credits**
Prerequisites: PCO-210, PCO-211-PCO-214, PCO-337, PCO-350, PCO-402, MAC-472, MAC-473, MAC-505, PCO-520, PCO-623, PCO-647, and PCO-679; and permission of Program Director and Director of Training and Community Service. Using a peer consultation model, the practicum seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling.

MAC-538 **M.A. Practicum and Seminar II** **3 Credits**
Prerequisites: MAC-208, MAC-906, MAC-679, PCO-647, PCO-402, PCO-472, PCO-505, MAC-516, PCO-520, PCO-623 and permission of Program Director and Director of Training and Community Service. Using a peer consultation model, the practicum seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling.

MASH-539 **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. Topics will include 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.

COUN-540 **Group Counseling** **3 Credits**
 This course introduces students to theory and principles of group dynamics as well as developmental stages of groups. In addition, group members' roles and behaviors, and therapeutic factors of group work will be discussed. Students will have the opportunity to apply these principles through role playing, participating as 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 interventions to enhance performance and overall wellness.

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

Prerequisites MASH-539, MASH-533, MASH-532. This course will consider a variety of factors that can influence health and sport outcomes and methods of assessing them. Among those reviewed will be personality traits, cognitive schemas, information processing (learning) styles, perceived control, and personal preferences and related factors. The assessment of various attributes of people through standardized tests will be examined, which includes an overview of statistical procedures and more general factors that determine the usefulness of such assessments (psychometrics), including validity, reliability, and ethics in testing.

MAOP-546 Research Methods in Organizational Psychology 3 Credits
(Vancouver Campus)

This course addresses 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 3 Credits
(Vancouver Campus)

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 3 Credits
(Vancouver Campus)

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 investigation.

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

Prerequisites: Research Methods and Preparation for Research Project. The M.A. Research Project is a student-directed study conducted in consultation with an approved faculty member of a topic relevant to the theory and practice of organizational psychology. The research project is an important capstone task (a culmination or highest point) for students' 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 University guidelines, Canadian Psychological Association, and American Psychological Association standards.

COUN-550 Preparation for Applied Thesis 1 Credit

Prerequisite: Permission of the Program Director. The purpose of this course is to review 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, identify a second reader, and develop a research proposal that will form the foundation for their final thesis. The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member in a 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 University guidelines 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 statistical methods. A wide range of both univariate and multivariate statistics will be covered, including t-test, ANOVA, correlation, regression, MANOVA, nonparametric statistics (e.g., chi square), structural equation modelling and meta-analysis. Particular attention is given to the application of research methodology to clinical psychological problems and issues of policy analysis and formulation. This course must be taken with the required lab.

COUN-551 M.A. Thesis I 1 Credit

Prerequisite: COUN-550. The M.A. Thesis is a student-directed study conducted in consultation with an approved faculty member in a 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 University guidelines and American Psychological Association standards.

PCO-569 Life Style and Career Development 3 Credits

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

MAO-571 Foundations in Counseling and Organizational Consulting 3 Credits

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

**MAOP-571 Organizational Psychology and Consulting 3 Credits
(Vancouver Campus)**

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

MAO-574 Principles of Industrial/Organizational Psychology 3 Credits

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

**MAOP-574 Practice on Industrial/Organizational Psychology 3 Credits
(Vancouver Campus)**

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

**MAO-575 Executive Coaching/Consulting and 3 Credits
Leadership Development**

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 M.A. Practicum Seminar in Organizational 1 Credit Per Term

MAO-589 Psychology I & II: Counseling

Prerequisite: Concurrent with MAO-587 and MAO-590. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling.

MAO-586 M.A. Practicum Seminar in Organizational 1 Credit

Psychology: Business

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, and values needed to provide competent and ethical counseling, consultation, and business practices.

MAO-587 Organizational Psychology Practicum I & II: 2 Credits Per Term

MAO-590

Counseling

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.

COUN-599 Special Topics in Counseling 3 Credits

This course will vary in content depending on faculty expertise and student interest. Students will study in-depth selected topics in counseling.

PSY-600 Clinical Interviewing and Basic Skills 3 Credits

This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills, using role-plays and other experiential activities to prepare for clinical work on practicum. The course covers intake and semi-structured interviewing, the mental status exam, treatment planning, and providing client feedback. Students will be introduced to the DSM-5 system of clinical diagnosis, using especially the anxiety and mood disorders – as well as obsessive-compulsive spectrum and trauma-related disorders – as examples to understand diagnostic criteria and the relationship between diagnosis and treatment planning. Interventions are seen in the context of case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and multicultural issues. Students will be exposed to the elements of one theoretical model to show the relationship between theory, data gathering, hypothesizing, and treatment planning. Finally, a brief introduction to self-care and how to use clinical supervision is presented. This course includes a required lab.

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 Couple 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 3 Credits
(Vancouver Campus)**

Within a life span 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 life span. 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 the 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 3 Credits
(Vancouver Campus)**

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 (a) to effectively organize data, (b) to understand the impact of personal bias and cultural factors in the interpretation of assessment findings, c) use 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 3 Credits
(Vancouver Campus)**

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 3 Credits
(Vancouver Campus)**

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 3 Credits
(Vancouver Campus)**

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 on 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, and 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 and health settings.

**PSYD-636 Biological Bases for Behavior 3 Credits
(Vancouver Campus)**

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, and Case Management 3 Credits
in Rehabilitation Counseling**

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 with 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 and Assessment Methods in 3 Credits
Rehabilitation Counseling**

Prerequisite: MAR-500. This review class provides an overview of the role of assessment in rehabilitation counseling, including the diagnostic interview and various assessment tools and methods used to evaluate individuals with disabilities and develop recommendations and interventions based on the findings. Included in this review are basic psychometric principles pertinent to test design and use; types of assessment methods and instruments typically used in rehabilitation; understanding of the process of administering, scoring, and interpreting results; communicating results and recommendations; using assessment for treatment planning; the role and function of vocational assessment; and the impact of individual and cultural diversity on assessment.

MACR-642 Career Development, Vocational Rehabilitation, and Job Placement 3 Credits

Prerequisite: MACR-502. This course focuses on the critical interface of work and disability. The major theories of career development are reviewed; application of these theories to persons with disabilities is explored. The psychosocial and economic aspects of work and the impact of disability on employment are considered. Theories and techniques for successful integration of rehabilitation clients in the labor market are addressed including demand side employer perspectives, job analysis, 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, socioeconomic 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 Diversity and Individual Differences 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, and 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 3 Credits
Sport and Health

Prerequisite MASH-539. This course is designed to introduce sport and health psychology students 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 and will learn how to utilize conflict management. Emphasis will be placed on sport psychology and health psychology.

PSY-645 Ethics and Professional Development in 3 Credits
Clinical Psychology

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 3 Credits
Health Psychology

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.

MAT-647 Biopsychosocial Bases of Health and Dysfunction 3 Credits
for Counselors

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders from adjustment disorders to serious psychopathologies is discussed. Additional topics include an overview of the etiology, developmental course, diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors are addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM. Topics also include an overview of the etiology, developmental course, treatment, and policy/advocacy issues associated with each disorder, focusing on socially responsible practice.

MCFT-647 Biopsychosocial Bases of Health and Dysfunction for CFTs 3 Credits

This class is an overview of the major DSM-V 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.

MCFT-651 Assessment and Treatment Planning with Individuals 3 Credits
and Family Systems

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 of 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.

MCFT-653 Human Sexual Development and Introduction 3 Credits
to Sex Therapy

This course is designed to examine the diverse forms of individual human sexual development and sexual relationships from a biopsychosocial and systems perspectives. It also studies the role of sexuality in human relationships including varied types of committed couples. The course also will introduce students to common sexual problems and issues presented by individuals and couples in therapy, along with the fundamental treatment protocols of sex therapy.

MCFT-654 Individual Lifespan and Family Life Cycle 3 Credits

Prerequisites: MCFT-472 and MCFT-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.

MCFT-655 Couple Therapy: Theory and Techniques 3 Credits

Prerequisites: MCFT-651, MCFT-662, MCFT-650. This is an advanced course on assessment and therapy 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 **Diversity and CSP Seminar I** **1 Credit**
Co-requisite with Community Service Practicum I and concurrent with one of the following courses: PSY-659, PSY-642, and PSY-645. 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** **3 Credits**
(Vancouver Campus)
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. 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 field of 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 obtain supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum requires students to complete 100 hours of 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 prerequisite for MACR Internship.

PSY-656 **Diversity and CSP 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 **Community Service Practicum I & II** **1 Credit Per Term**
PSY-658
Co-requisite with Community Service Seminar I and II, and concurrent with one of the following courses: PSY-659, PSY-642, or PSY-645. 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 six 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, 557. Following student's completion of practicum, internship is a supervised clinical experience in which the student refines basic rehabilitation counseling and integrates and authenticates professional knowledge and skills appropriate to rehabilitation and clinical mental health counseling settings. At this stage, students work toward completion of 600 hours of field training, including 240 hours of direct service to people with disabilities, in rehabilitation or clinical mental health settings. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, 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 internship, students should be able to demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level rehabilitation counseling practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, case conceptualization and treatment planning with a focus on service delivery to individuals with disabilities. The seminar will continue to provide support, peer consultation opportunities, and group supervision for student interns.

PSY-659 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.

MCFT-660 Issues of Culture and Diversity in Couple and Family Therapy 3 Credits

Prerequisites: MCFT-654 and MCFT-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 therapy. 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.

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

Prerequisite: MCFT-651, MCFT-662. This CFT 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.

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

Prerequisite: MCFT-651. 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 Assessment and Self-Report Measures 3 Credits

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 Personality Assessment 3 Credits

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

MCFT-663 Family Therapy: Theory and Techniques 3 Credits

Prerequisites: MCFT-650, MCFT-651, MCFT662. This is an advanced CFT 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.

MCFT-664 Practicum in Couple and Family I & II 1 Credit Each
MCFT-665

All CFT students will complete a supervised clinical practicum with a minimum of 700 clock hours. Placed in a local agency by the CFT and Training Departments, students will provide individual and relational (couple/family) therapy. A licensed staff therapist in the agency will provide weekly supervision for the student.

MCFT-667 Practicum Seminar in Couple 3 Credits Each Term
MCFT-668 and Family I, II & III
MCFT-669

Co-requisites: Couple and Family Practica (MCFT-664, MCFT-665, PCO-610). This seminar provides group supervision for CFT students during their clinical practicum. The seminar emphasizes the use of audio or video tapes for supervision. Rotating case presentations focus on the growth of the clinical skills including assessment, conceptualization, treatment planning, and intervention.

MCFT-670 Family Therapy with Children and Adolescents 3 Credits

Prerequisite: MCFT-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: PSY_659, PSY-642. 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.

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

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 macrotrends). 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 3 Credits
and Dysfunction**

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 well-being and explores contextual views of mental illness that transcend Western views of psychopathology. Research on how a range of physical and psychological conditions are viewed cross-culturally, and on how culture impacts utilization of services, is introduced. Idioms of distress, ritual, and symbolic healing practices are also addressed. Additionally, the unique mental health needs of immigrants and refugees are covered. Finally, the impact of globalization and other cross-cultural, social, economic, and political trends on human welfare are also covered, as are novel applications for psychology across the globe.

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

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.

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.

MACF-680 MACF Counseling Practicum and Seminar 2 Credits

MACF Practicum provides a forum for students to obtain supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum requires students to complete 100 hours of 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 prerequisite for Counseling Internship (MACF-682).

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, and values needed to provide competent and ethical counseling and sport and 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 3 Credits
(Vancouver Campus)**

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 and 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 and health psychology and professional development.

MACF-682 MACF Internship and Seminar I 2 Credits

Prerequisite: MACF-680. Following students 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.

MASH-682 MASH Counseling Internship and Seminar 2 Credits

Co-requisite 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 and 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.

MACF-683 MACF Internship and Seminar II 2 Credits

Prerequisite: MACF-682. 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.

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

Prerequisite: MASH-680, MASH-681. The second term of externship field placement includes delivery of sport and 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 and health psychology and professional development.

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. 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 University. 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-681, MASH-683. The continuation of externship field placement includes delivery of sport and 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 and health psychology and professional development.

MASH-686 Advanced Sport Psychology Externship and Seminar 2 Credits

Prerequisites: MASH-539, COUN-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. Students will learn about the process of mentoring others and assess their own readiness to be an AASP mentor. 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 and Health Psychology specialization are eligible to take this course.

PSYD-690 Psychopharmacology 3 Credits
(Vancouver Campus)

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 students to begin or continue the career-long development of their organizational leadership skills. It includes those skills necessary for 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 prerequisite 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 PSY-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.

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 3 Credits
to Intervention**

This course focuses on advanced models, such as schema therapy and dialectical behavior therapy. It covers treatment of more severe problems such as 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 3 Credits
to Intervention**

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-709 Diagnosis and Treatment of Addictive Disorders 3 Credits
(PCO-438)**

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.

CEH-710 Theories and Techniques of Clinical Hypnosis 3 Credits

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

**PSY-710 Adlerian Therapy I: Intro to Assessment and 3 Credits
Case Conceptualization**

This course covers the theoretical principles of Individual Psychology including striving, holism, phenomenology, teleology and social interest. 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, such as social interest, and empirically supported practice toward comprehensive, culture specific treatment planning.

PSYD-711 Assessment Practicum Seminar I-III 1 Credit Each
PSY-712 (Vancouver Campus)
PSY-713

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 Therapy Practicum I-III 1 Credit Each
PSYD-715 (Vancouver Campus)
PSY-716

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-717 Primary Care Psychology 2 Credits

This class covers the special and unique role of psychologists as part of an integrated health care team in a primary care medical setting. Students will learn about inter-professional collaboration with physicians, nurses, social workers, and other providers. Aspects of the psychologist's role unique to primary care settings, such as rapid assessment, brief interventions, non-office session locations, and coordinated care, will be important foci of the course. Clinical areas covered are traditional mental health concerns, such as anxiety and depression. The Primary Care psychologist/consultant role will be illustrated by conceptualizing interventions with people with health issues that are commonly confronted in primary care settings (e.g. diabetes, cancer, cardiovascular disease, etc.). The course will also cover key sociocultural components of health and illness, such as Health Policy and Healthcare Systems, Delivery of Services to Diverse Populations, Legal issues, and Ethical issues in primary care.

PSY-718 Medical Terminology and Conditions for 1 Credit
Primary Care Psychologists

This course covers medical conditions with which psychologists usually intervene, including diseases of the endocrine system (e.g. diabetes) nervous system (e.g. multiple sclerosis, various chronic pain syndromes) cardiovascular system (e.g. atherosclerosis, thrombosis, congestive heart failure, and cardiovascular accident; certain headaches) pulmonary system (e.g. asthma, COPD) and musculoskeletal system (e.g. arthritis). It includes coverage of general medical terminology, such as those connected with disease as well as hospital "lingo" and abbreviations (e.g. DNR, PO, HS, etc.).

PSY-719 Mindfulness Meditation 3 Credits

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

DCFT-720 Advanced Couple and Family Theory I 3 Credits

This course is an advanced examination of the classic modern models of family therapy theory including their unique approach to assessment, case conceptualization, treatment planning and intervention. An understanding of the systemic processes of dysfunction and change for each model is emphasized. The course will review the research literature for each model including the evidence of its efficacy with clients.

**PSY-720 Cognitive and Behavioral Therapy Approaches I 3 Credits
(PCO-335)**

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.

DCFT-721 Advanced Couple and Family Theory II 3 Credits

This course is an advanced study of the primary post-modern models of family therapy theory including their unique approach to assessment, case conceptualization and intervention. The understanding of the systemic processes of dysfunction and change for each model is emphasized. Students also will review the research literature for each model including evidence-based practice.

**PSY-721 Psychoanalytic Approaches I 3 Credits
(PCO-334)**

Prerequisites: PSY-600. This course is designed to provide an overview of the history and development of psychoanalysis, including, but not limited to: classical Freudian (drives, dreams, defenses, & transference), Ego Psychology, Object Relations (British & Middle Schools), Self Psychology, Relational, Intersubjective, Affect Regulation (Allan Schore & colleagues) and Mentalization (Peter Fonagy & colleagues) approaches. This course will

focus on applying each of these theoretical approaches to case studies in the service of formulating comprehensive case conceptualizations and treatment approaches. Additionally, this course will examine the efficacy and evidence base of brief and long-term psychoanalytic psychotherapies.

DCFT-722 Advanced Therapy with Couples 3 Credits

This is an advanced course focused on therapy with couples across the diverse forms of committed relationships. The primary emphasis is the mastery of the concepts and clinical skills of the systemic theories most effective in therapy with couples. The course also addresses specific issues related to couple dynamics, such as trauma, infidelity, domestic violence or substance abuse. Students gain awareness of the recent research on couple satisfaction and evidence-based practice.

**PSY-722 Humanistic and Existential Therapy Approaches I 3 Credits
(PCO-336)**

This course will examine basic concepts and approaches in the humanistic, existential, constructivist, and phenomenological schools of psychology (H-E). The course will cover theoretical models, conceptualization, and the historical relevance of H-E approaches relative to other major psychological theories/approaches. The roots of Humanistic approaches from Existential Philosophy (Kierkegaard, Nietzsche, Heidegger, and Sartre) as well as the theories of May, Maslow, Rogers, Yalom, Frankl, Perls, Kelly, Bugental, Gendlin, Wilber, Rowan, and Elkins will be explored. Humanistic concepts such as self-actualization, congruence, and holism, Existential concepts such as meaning and meaninglessness and dialectical thinking, and phenomenological, Postmodern, and Constructivist concepts such as social and relational construction of reality and dynamic configurations of the self as well as narrative, metaphoric and experiential techniques will be addressed. A critique of Behaviorism, Psychoanalysis, and Cognitive Behavioral theory from an H-E "lived experience" perspective and critiques of H-E approaches, especially pertaining to the hyper-individualism of H-E theory and Western society at large will be provided. The course will also introduce Feminist, Constructivist, Narrative, and Critical Psychology approaches as they emerge against logical positivist and rationalism. Particular attention will be paid to diverse worldviews and ethnic, cultural, and individual differences as they impact the construction of multiple selves.

PSY-723 Couple and Family Therapy Approaches I 3 Credits

Prerequisites: PSY-600. This course introduces students to the major and evolving family and couples models. It will focus on theory and conceptualization, understanding the etiology and maintenance of presenting issues, basic techniques, and evidence-based applications for various models. The course will address issues of prevention, gender, sexual orientation, race, ethnicity, and culture, as well as the family life cycle, family organization, and the impact of significant events, such as divorce, domestic violence, and infidelity. Topics in the course include: the history of family therapy and its integration with clinical psychology; comparison between individual-level and family-level conceptualization; genogram development and application; assessment of families and couples; foundational family systems concepts including group dynamics and basic skills according to various approaches. Theoretical models of family dynamics and therapy will include: Attachment Theory, Lewin's Field Theory, Cybernetics, Bowenian, Structural, Strategic, Experiential (Whitaker and Satir), and Emotionally Focused Therapy (EFT).

DCFT-724 Advanced Family Therapy with Children and Adolescents 3 Credits

This is an advanced course focused on therapy with children and adolescents in the context of the family system. One primary emphasis is the mastery of the concepts and clinical skills most effective in working with families with children including play therapy. Another primary focus is the family treatment of serious behavioral issues, such as acting out, cutting, eating disorders and/or school issues. The course addresses parenting across the varied types of families. Students gain awareness of the recent research on parenting and child development.

**PSY-724 Biological Bases of Behavior 3 Credits
(PSY-636)**

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.

DCFT-725 Grief and Loss Through the Family Life Cycle 3 Credits

This course is designed to familiarize students with both the theoretical and clinical literature on loss, death, and bereavement. Using a family systems and a multicultural perspective this course will explore death and dying while building upon the conceptual framework of the family life cycle. Self of the therapist exploration and reflection is a key component to this course. Students will increase awareness of their own assumptions, attitudes, values, and biases regarding death, dying, and grief. This course requires both the consumption of knowledge and the ability to produce it, through class presentations, discussions, and written assignments.

DCFT-726 Trauma and the Family System 3 Credits

This course will address issues of symptomatology, assessment and treatment of stress-related disorders with a special emphasis on the impact of PTSD or PTSD symptoms on the couple and family systems. Students will learn about current theory and research on trauma and family as well as therapeutic approaches specific to the field of marriage and family therapy. Emotionally focused couple therapy with trauma survivors will be highlighted throughout the semester. Also, self-of-the-therapist work in the context of trauma will be emphasized throughout the course. Furthermore, students will learn about the nosology, etiology, prevention and treatment of vicarious traumatization, burn out and compassion fatigue.

DCFT-728 Divorce Mediation and Conflict Resolution with Couples 3 Credits

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systems perspective. The framework will be expanded to include the global context of conflict resolution; conceptualizing and applying a social justice orientation. Topics include defining conflict, the functions of conflict, and theories of decision-making, strategies and tactics of bargaining and negotiating, and violence. Theoretical perspectives will be applied to a variety of settings including family, school, and work environments.

DCFT-729 **Advanced Sex Therapy** **3 Credits**
This course addresses the current models, techniques and research in the treatment of intimacy and sexual issues for couples. The course will focus on the clinical skills of assessment including taking a sexual history, creating a sexual genogram and knowledge of DSM V diagnoses and intervention explicitly designed for specific sexual disorders. The student will learn the relationship between sex therapy and therapy with couples as well as treatment for individual pathology (e.g. depression). Contextual issues, such as gender, sexual orientation, culture and power also will be explored.

DCFT-730 **Advanced Issues of Culture and Diversity in CFT** **3 Credits**
This course examines diversity and contextual factors, such as ethnicity, gender, sexual orientation, social class and disability, for couples and families from systems theory and social justice perspectives. Students will gain in-depth knowledge of the relevant research in diversity and cultural context for couples and families. The course strives to increase cultural competence through the integration of multicultural therapy models in clinical work with individuals, couples and families as well as sensitivity to the self-of-the-therapist.

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)

DCFT-732 **Integration of Religion and Spirituality in CFT** **3 Credits**
This elective course is designed to increase the sensitivity and competence of clinicians to the spiritual concerns of individuals, couples and families. This sensitivity includes familiarity on the research on spirituality and relationships; basic knowledge of diverse spiritual/religious paths; awareness of the potential benefits, harm, resources and issues of spirituality for clients. This course also strives to build competence through the development of skills to integrate spirituality with clients including spiritual assessment, case conceptualization, treatment planning and intervention.

DCFT-735 **LGBTQ Competent Therapy with Couples and Families** **3 Credits**
This course will examine couple's and family counseling for sexual orientation and gender identity (SOGI) minorities. Students will learn about heteronormativity and how this impacts roles, ideals, and expectations in partnerships. Students will develop language and skills in exploring and treating heteronormative bias in monogamous dyads and alternative relationship configurations. Furthermore, this course will cover sexual health (including negotiating sexual and romantic boundaries), family planning (including legal and social challenges and routes to parenthood), and child-rearing issues unique to SOGI minorities (such as the perception of SOGI minorities being child molesters). Students will also become proficient in their ability to and laws that continue to marginalize SOGI relationships and psychology's role in addressing those systems.

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)

DCFT-736 Medical Family Therapy 3 Credits

This course will address bio-psychosocial and spiritual aspects of illness and disability and their impact on the couple and family systems. Self-of-the-therapist work will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other health care professionals will be discussed.

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

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.

DCFT-738 Gerontology Issues in Family Therapy 3 Credits

This course examines the impact of aging on family dynamics and relationships including the processes of development in later life, intergenerational issues and the crises or transitions experienced throughout the family life cycle. The effect of a population that is living significantly longer on these family issues is explored. The course also addresses communication, mediation and caregiving with aging family members.

PSY-738 Research Methods in Clinical Psychology I 3 Credits

Prerequisite: PSY-737. 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 Research Methods in Clinical Psychology II 2 Credits

Prerequisites: PSY-738. In this course, students will learn to apply the local-clinical scientist model in their clinical practice. Students will expand on the research methods covered in Research Methods I, work within an evidence-based practices framework, and design studies that provide evidence to support the use of their clinical practices. Students will learn about the following methods: program evaluation, single case study, treatment efficacy and outcomes, and assessment methods. The course emphasizes that applying these skills means accounting for the local context, where the student will consider the unique elements of individuals, families, and communities that influence clinical issues.

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 Doctoral Internship-Half Time 0 Credits

PSY-744

PSY-745

PSY-746

PSY-747

PSY-748

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 coursework, 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.)

DCFT-740 CFT Qualitative Research Methods 3 Credits

This course focuses on qualitative approaches to familial and relational research. It examines the theories and methods of qualitative research, such as grounded theory, narrative, case study and hermeneutics and phenomenology. Students will review the qualitative research literature in couple and family therapy.

DCFT-741 CFT Statistics 3 Credits

This covers the concepts and applications of descriptive and inferential statistics. It focuses on the statistical methods of data analysis, the analysis of variance, multivariate analysis and multiple regression models. The course is designed to prepare the student for the statistical analysis in their doctoral dissertation.

DCFT-742 CFT Quantitative Research Methods 3 Credits
 This course will provide an overview of basic research design and measurement. The focus of the course will be research design and methodology specific to Couple and Family Therapy. Students are expected to conduct an extensive, guided review of couple and family therapy research literature. The course is designed to prepare the student for the development of their dissertation proposal.

DCFT-745 Supervision of Couple and Family Therapists 3 Credits
 This course provides an in-depth overview of the foremost models of clinical supervision including the unique aspects of supervising clinicians from each of the major theories of couple and family therapy. The student will learn how to structure supervision using a variety of modalities (e.g. taped session; live supervision) to provide effective case recommendations, facilitate therapist development and to solve problems in the therapist-client. The course also will increase sensitivity to and knowledge of the distinct issues of the supervisor-supervisee relationship as well as contextual, ethical and legal factors in supervision. Students will supervise a CFT student during the course and will develop their personal model of supervision.

DCFT-747-748 Supervision of Supervision I, II 1 Credit Each
 This course is for advanced CFT doctoral students and supervisor candidates. It is designed for supervisor candidates who are providing supervision to masters' family therapy students currently seeing clients. Supervisor candidates will receive supervision of supervision from an Approved AAMFT Supervisor weekly throughout the semester. Supervisor candidates will review and discuss supervisions and continue developing their personal model of supervision. A strong emphasis is placed on self-of-the supervisor/therapist and integration of dimensions of culture with a social justice lens.

DCFT-749 Supervision of Supervision III 1 Credit
 Supervisor Candidates eligible to complete Approved Supervisor training in the doctoral program may continue supervision of supervision until fulfilling the expectations of Approved Supervisor status with AAMFT. The student will continue to present supervisory sessions as well as issues that arise from the supervisor-supervisee relationship. A strong emphasis is placed on application of and revision of the student's personal model of supervision.

DCFT-750 Professional Development Seminar 1 Credit
 This course will provide students the opportunity to meet in a small group with peers and one faculty member. The course covers advisement and mentoring for DCFT degree requirements. It fosters the professional identity as a Couple and Family Therapist including professional standards and the AAMFT ethical code. This experiential seminar explores the self-of-the therapist in the context of the student cohort.

PSY-750 Doctoral Practicum Seminar I-III 1 Credit Each
PSY-751
PSY-752

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.

DCFT-751 Doctoral Practicum I, II, III, IV, & V 1 Credit Each

DCFT-752

DCFT-753

DCFT-754

DCFT-755

Each doctoral student will complete five semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced CFT clinical skills. Some doctoral students may have the opportunity to provide clinical supervision for masters' students during the doctoral practicum.

PSY-753 Child and Adolescent Psychopathology 3 Credits
(PSY-644)

The purpose of this course is to provide an understanding of the major psychological disorders of childhood and adolescence. The focus is on the interaction of biogenic, familial, environmental and socio-cultural factors. The importance of individual differences and responsibility in utilizing DSM-5 diagnostic labels is stressed. NOTE: This course is only offered in the Fall term.

** (Required course for Child and Adolescent Psychology Track)

DCFT-756 Doctoral Practicum Continuation 0 Credit

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 or need additional clinical hours to meet professional goals (e.g. licensure). Students enrolling in this course must pay for the liability fee associated with practicum training.

PSY-756 Group Psychotherapy 3 Credits
(PCO-337)

Prerequisites: PSY-600. 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)

DCFT-757 Doctoral Practicum Seminar I, III, IV 3 Credits Each

DCFT-759

DCFT-760

The seminar provides individual and group supervision to doctoral students engaged in couple and family therapy in the community. Rotating case presentation using notes and audio/video tapes to focus on advanced theoretical analysis, skills building and case consultation. This course moves beyond the foundational courses to the application of advanced clinical skills.

PSY-757 **Child and Adolescent Psychotherapy** **3 Credits**
(PCO-338)

Prerequisites: PSY-720 and PSY-723. The purpose of this course is to provide a conceptual framework for interventions with children and adolescents. The course will focus on specific interventions and research on the major psychotherapeutic approaches for children and adolescents, including cognitive-behavioral, psychodynamic, family systems, Adlerian, person-centered, and parent-infant psychotherapy. The importance of addressing ethical and legal issues unique to the treatment of this population will be emphasized. Differences and diversity in treatment, and adapting treatment for clients with disabilities, will also be covered. NOTE: This course is only offered in the Fall Semester. *(Required Course for Child and Adolescent Psychology Track)

DCFT-758 **Doctoral Practicum Seminar II, V** **2 Credits Each**
DCFT-761

The seminar provides individual and group supervision to doctoral students engaged in couple and family therapy in the community. Rotating case presentation using notes and audio/video tapes to focus on advanced theoretical analysis, skills building and case consultation. This course moves beyond the foundational courses to the application of advanced clinical skills.

PSY-758 **Biofeedback** **3 Credits**
(PCO-339)

Prerequisites: PSY-(600). 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)

PSY-760 **Doctoral Practicum I, II, & III** **1 Credit Each**
PSY-761
PSY-762

Prerequisites: Completion of a minimum of 31 credit hours of coursework including PSY-654 –658,, PSY-645, PSY-623, PSY-661 - 663, PSY-642, 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.

DCFT-763 **Doctoral Qualifying Exam** **0 Credit**

This is a clinical and supervisory competency examination based on AAMFT core competencies. The student will demonstrate clinical competence through a detailed written presentation of a couple or family case from practicum including in-depth case conceptualization, evaluation of overall treatment and critique of video-taped session(s). The student

will display supervisory competence with a written supervisory case presentation. The student will consider the ethical, social justice, diversity and self-of-the-therapist dimensions in the clinical and supervisory cases. After the completion of the written exam, the student will receive an oral exam by department faculty.

PSY-763 GLBT Issues across the Lifespan 3 Credits
(PSY-674)

Prerequisite: PSY-642. 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.

PSY-764 Neuropsychological Assessment I 3 Credits
(CEN-720)

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-765 Neuropsychological Assessment II 3 Credits
(CEN-721)

Prerequisite: PSY-764. This course is a continuation of PSY-764 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-764 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)

DCFT-765 Doctoral Internship I, II, & III 0 Credit
DCFT-766
DCFT-767

Prerequisites: Successful completion of coursework and clinical practicum. Following the completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 hours of training over a 12-month period. The internship is designed to provide an intensive clinical experience congruent with the student's professional goals. The doctoral internship may include clinical work, supervision and teaching supervised by an LMFT. The student is expected to develop their internship with guidance by the CFT department.

PSY-766 Neuropsychological Assessment III 3 Credits
(CEN-723)

Prerequisite: PSY-765. This course is a continuation of PSY-764 and PSY-765 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)

DCFT-768 Doctoral Internship Part-Time I, II, III, IV, V, VI 0 Credit

DCFT-769
DCFT-770
DCFT-771
DCFT-772
DCFT-773

Prerequisites: Successful completion of coursework and clinical practicum. Following the completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 hours of training over a 24-month period. The internship is designed to provide an intensive clinical experience congruent with the student's professional goals. The doctoral internship may include clinical work, supervision and teaching supervised by an LMFT. The student is expected to develop their internship with guidance by the CFT department.

PSY-771 Introduction to Military Psychology 3 Credits
(PSY-300)

This course introduces the student to military culture, structures, and systems. The course also 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 psychological assessment is applied to military environment includes the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, fitness for duty via the Comprehensive Soldiers Resilience Program, as well as performing analysis on humanitarian and peace-keeping missions to determine procedures. Other applications of military psychology include its intersection with social policy particularly with respect to issues of diversity within the military. ******(Satisfies program requirements for general elective)

PSY-772 Psychology of Combat and Conflict 3 Credits
(PSY-301)

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 Treatment Modalities for Military Clients & Their Families 3 Credits

This course will focus on the treatment of military clients (including reserve and active duty, veterans, retirees) and their families. The treatment modalities will be explored in the context of individual, couples, family, and group psychotherapy techniques using both lectures and role plays methodologies. Treatment interventions will be explored including

psychodynamic, cognitive-behavioral, and other traditional as well as non-traditional intervention models to address psychological distress related to military service, pre-deployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, the Veterans Affairs Healthcare system, and as private practitioners working with actively serving and veteran populations and their families.

**(Satisfies program requirement for basic intervention electives)

DCFT-775 Dissertation Proposal 0 Credit

Prerequisite: Passing the Doctoral Qualifying Exam. A written dissertation proposal prepared in consultation with the chair of the dissertation committee is required to begin the dissertation process. The doctoral student then defends the proposal in an oral presentation to their dissertation committee. With the approval of the committee, the student may register for DCF-795 and initiate work on their dissertation.

DCFT-776 Doctoral Dissertation I-III 0 Credit

DCFT77

DCFT-778

Prerequisite: Successful dissertation proposal. The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship and research on an important issue in couples and family therapy. The 3-person dissertation committee will be chaired by a core faculty member of the CFT department and will include the student's statistics/quantitative professor. Once initiated, doctoral candidate will work on the dissertation for three consecutive semesters.

DCFT-779 Doctoral Dissertation Continuation 0 Credit

Doctoral students who continue to work on their dissertation after three semesters must register each term for this course and pay the required fee to remain in good standing. Students enrolled in DCF-798 are expected to make steady progress toward the completion of their dissertation including updates each semester to the Chair of their committee.

DCFT-780 Dissertation Oral Defense 0 Credit

Prerequisite: Permission of the Doctoral Dissertation Committee. Students defend their doctoral dissertation before the dissertation committee. After completing any revisions recommended by the committee, the student will submit their dissertation for publication.

PSY-783 Advanced Child and Adolescent Assessment 3 Credits
(PSY-683)

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 included, as will behavior rating scales, self-report, and performance-based measures. Special topics include the assessment of learning disabilities, ADHD, pediatric mood disorders, behavior disorders and psychosis. NOTE: This course is only offered in the Spring semester.
**(Required Course for Child and Adolescent Psychology Track, Satisfies program requirements as an Advanced/Intervention Elective)

PSY-790 Psy.D. Clinical Qualifying Examination – 0 Credits
(PSY-990) Assessment Competency

Prerequisite: Successful completion of PSY-750/PSY-760, enrollment in PSY-751/PSY-761, approval of the Examination Coordinator. This is a clinical competency examination focusing particularly on knowledge and skills in assessment required for entry level practice as well as the ability to integration science and practice and provide service in a socially responsible manner. Students are required to submit testing protocols from a battery of psychological instruments given to a client; a detailed psychological testing report; executive summaries; a paper integrating psychological research with an issue presented by the case; and a paper discussing an issue pertinent to socially responsible practice posed by the case. Following review by a faculty member, a student meets with the faculty member for an oral portion of the examination.

PSY-801 Psychoanalytic Approaches II 3 Credits
(PSY-701)

This course is designed to apply evidence-based theories of psychoanalysis, including but not limited to: classical Freudian (drives, dreams, defenses, & transference), Ego Psychology, Object Relations (British & Middle Schools), Self Psychology, Relational, Intersubjective, Affect Regulation (Allan Schore & colleagues) and Mentalization (Peter Fonagy and colleagues) approaches into clinical practice. The focus of the course will be on learning and practicing specific interventions of brief and long-term psychoanalytic psychotherapy. Additionally, this course will build on the skills acquired in Psychoanalytic Approaches I towards an advanced utilization of psychoanalytic theoretical approaches in the creation of integrated case conceptualizations, treatment planning and effective interventions.

MAT-801 Expressive Arts with the Trauma Population 2 Credits

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

PSY-802 Cognitive and Behavioral Therapy Approaches II 3 Credits
(PSY-702)

Prerequisites: PSY-720. This is an advanced course that will cover in-depth applications of cognitive, cognitive-behavioral and third wave therapies including Mindfulness-Based Cognitive Therapy (MBCT: Zindel Segal, Mark Williams and John Teasdale), Acceptance and Commitment Therapy (ACT: Steven Hays), Dialectical Behavior Therapy (DBT: Marsha M. Linehan) and Cognitive Processing Therapy (CPT: Patricia Resick). This course will build upon the knowledge and skills acquired in PSY-720: Cognitive and Cognitive Behavioral Therapy Approaches I. Students will practice advanced evidence-based techniques and interventions and how to apply such interventions to challenging cases including rapport building, resistance, termination issues and treatment planning. The course will also cover specific age-groups and the use of these therapies with specific diagnoses such as phobias, panic disorder, and depression, among others. Vignettes, role plays and experiential activities will be used to practice skills addressing the challenges presented by diverse and complex cases. The course will address issues of gender, sexual orientation, race, ethnicity, and culture.

**PSY-803 Humanistic and Existential Therapy Approaches II 3 Credits
(PSY-703)**

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-804 Couple and Family Therapy Approaches II 3 Credits

Prerequisites: PSY-723. This is an advanced course that will cover classical family and couples models through post-modern approaches. This course will build upon the knowledge and skills acquired in PSY-723: Couples and Family Therapy Approaches I. Students will be introduced to the theory, basic techniques, and evidence-based applications of the following family therapy models: Psychoanalytic (Self Psychology, Object Relations and Interpersonal), Cognitive Behavioral (Patterson, Jacobson, Masters and Johnson), Post-Modern approaches (Narrative, Feminist, Solution-Focused and Constructivist) and Integrative approaches. Students will also learn advanced applications of techniques from classical models covered in PSY-723, such as Bowenian, Structural, Strategic, and Experiential family and couples approaches. Vignettes, role plays and experiential activities will be used to practice skills addressing the challenges presented by diverse and complex family issues. The course will address issues of prevention, gender, sexual orientation, race, ethnicity, and culture, as well as the family life cycle, family organization, and the impact of significant events, such as divorce, domestic violence, and infidelity.

**PSY-805 Advanced Child and Adolescent Psychotherapy 3 Credits
(PSY-704)**

Prerequisites: PSY-623, PSY-757. This course covers advanced intervention strategies and emerging developments in the treatment of children and adolescents. Approaches to selected clinical problems and special populations are included, as well as work with diverse child and adolescent populations and evidence-based practices. Course focuses on advanced therapeutic methods such as play therapy and nonverbal strategies, group work with children and adolescents and integrative approaches. Emphasis is on integration of science and practice and the development of applied skills and preparation for effective clinical work with child and adolescent populations. NOTE: This course is only offered in the Spring semester.

*** (Required course for Child and Adolescent Psychology track. Satisfies program requirement as an Advanced Intervention Elective)*

PSY-806 Advanced Trauma Focused Approaches to Intervention 3 Credits

Prerequisite: PSY-706. This course covers advanced issues concerning the diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD) and common comorbid conditions. The emphasis of the course will be on development and application of skills in conducting research-supported therapy and assessment for Type I ("single-event") and Type II ("complex") trauma, Dissociative Identity Disorder, and trauma-associated somatic symptoms. Major treatment approaches to be covered will include phase-oriented integrated treatment and relational models; Skills Training in

Affective and Interpersonal Regulation (STAIR); cognitive-behavioral therapy (CBT), Stress-Inoculation Therapy (SIT), and Cognitive Processing Therapy (CPT); Eye-Movement Desensitization and Reprocessing (EMDR), Dialectical-Behavioral Therapy (DBT), Imagery Rehearsal Therapy (IRT), and Clinical Hypnosis. The course will also address specific treatment considerations for returning military personnel as well as ethical issues relevant to clinical work with trauma survivors. The management of countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization in the clinician will be emphasized throughout the course.

** (Required course for Traumatic Stress Psychology Concentration. Satisfies program requirement as an Advanced Intervention Elective)

PSY-807 Mental Health Law and the Uniform Code 3 Credits
(PSY-303) of Military Justice

This course is designed to provide students with an understanding of the history and evolution of the UCMJ as it relates to military culture including and consistent with duty, honor, and country. The course is also designed to provide students with a basic understanding of mental health law as it relates to the Uniform Code of Military Justice (UCMJ), the military justice system, and social justice interpretations engendering Adlerian principles. Students will conduct a literature review on specific aspects of mental health law that is consistent and inconsistent with military's uniform code of military justice and recommend course(s) of action.

PSY-808 Cognitive-Behavioral & Behavioral Treatment 3 Credits
(PSY-304) Interventions in DoD & Veterans Healthcare Systems

This course will focus on the delivery of Cognitive-Behavioral & Behavioral Treatments in the DoD & Veteran's Healthcare systems that are evidence-based trauma-focused treatment models including Cognitive Processing Therapy (CPT), Prolonged Exposure (PE) therapy, Cognitive-Behavioral Modification, Stress Inoculation Training (SIT), Imagery Rehearsal Therapy (IRT), and Dialectical Behavior Therapy (DBT). The Department of Defense (DoD) and the Department of Veterans Affairs (VA) health care systems use these treatments, among others. Students will learn how to assess, diagnose, and treat a variety of distressing psychological symptoms and disorders including Combat-Related Stress, Posttraumatic Stress symptoms, Acute Stress Disorder (ASD) and Posttraumatic Stress Disorder (PTSD) and accompanying co-morbidities. This course will train students to. While the DoD provides direct treatment to active duty service members on base, off base, and in the theater of war, the VA healthcare systems delivers treatments to military veterans, retirees, and their families. There will be an exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems.

PSY-809 Psychological Consequences Management: All Hazards 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.

This course is also an 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-811 Advanced Issues in Co-occurring Disorders 3 Credits

Prerequisites: PSY-709 or PSY-706. This advanced course builds on foundational knowledge from the Introduction to Addictive Disorders class (709) and Trauma-Focused Interventions (706). The course will explore selected theories and methods for engaging and retaining clients in substance abuse and trauma treatment. In addition, the course will review and discuss advanced issues resulting from co-morbid substance abuse and mental health problems and identify system interventions and support strategies for this population. The course will specifically focus on the intersection of traumatic experiences, substance misuse and mental illness.

**PSY-817 Advanced Life Style Assessment 3 Credits
(PCO-517)**

Prerequisites: PSY-710 & PSY-711. 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.

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

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

PSY-823 Adlerian Parent Consultation and Family Therapy 3 Credits

Prerequisites: PSY-710 & PSY-711. This course will teach students child guidance and parenting knowledge and skills based upon Adlerian principles to be practiced in parent consultation and family therapy. Students will understand how Adlerians integrate socio-cultural considerations contexts while assessing and intervening with families and the multiple systems intersecting with the clients. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group and family therapy. 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.

PSY-824 Advanced Adlerian Interventions and Assessment 3 Credits
(PCO-524)

Prerequisites: PSY-710, PSY-711. 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.

PSY-832 Cognitive and Affective Bases of Behavior 3 Credits
(PSY-632)

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-833 Social Psychology 3 Credits

This course provides an overview of the social-psychological cognition, perception and behavior of individuals and groups. The theories and empirical research into areas such as the social construction of self, interpersonal and intrapersonal attitude development and cognition, group dynamics, social learning, conformity, prejudice, altruism, aggression, obedience/compliance and stereotypes. The clinical relevance and application of the available research will be stressed throughout.

PSY-834 History and Systems 3 Credits
(PSY-634)

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 University 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 Doctoral Practicum Seminar IV, V, & VI 1 Credit Each**PSY-851****PSY-852****(PSY-604, PSY-605, PSY-606)**

Prerequisites: PSY-760, PSY-761, PSY-762; PSY-750, PSY-751, PSY-752. Concurrent with PSY-860, PSY-861, 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 Doctoral Practicum IV, V, & VI 1 Credit Each
PSY-861
PSY-862
(PSY-614, PSY-615, PSY-616)

Prerequisites: Doctoral Assessment Practicum (PSY-760, PSY-761, PSY-762) and seminars (PSY-750, PSY-751, PSY-752). Concurrent with Therapy Seminar (PSY-850, PSY-851, 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-864 Pediatric Neuropsychological Assessment 3 Credits
(CEN-728)

Prerequisite: PSY-766. 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-865 Neuropsychological Intervention Techniques 3 Credits
(CEN-725)

Prerequisite: PSY-766. 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-870 International Immersion and Cross-Cultural Studies 3 Credits

Prerequisite: PSY-642. 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 PSY-642. 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 PSY-642. 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-874 **Race, Ethnicity, and Social Class** **3 Credits**
(PSY-672)

Prerequisite: PSY-642. 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.

PSY-877 **Issues in Religion and Spirituality – Theory and Therapy** **3 Credits**
(PSY-677)

Prerequisite: PSY-642. 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.

PSY-878 **Clinical Issues and Interventions with Sexual Orientation** **3 Credits**
(PSY-678) **and Gender Identity Minorities**

Prerequisites: PSY-642, PSY-763. This advanced diversity course builds upon the foundational knowledge from the Social Psychology and Individual Diversity (PSY-642), and GLBT Issues Across the Lifespan (PSY-763). This course will explore 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 will focus 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.

PSY-890 **Doctoral Clinical Qualifying Examination –** **0 Credits**
(PSY-991) **Intervention Competency**

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
(PSY-696)

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
(PSY-697)

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 Doctoral Dissertation I-III 0 Credits
PSY-902
PSY-903

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 PSY-904 Doctoral Dissertation Continuation until they are approved for the Oral Defense. Students receive a grade of Credit (CR) for any term in which they are making satisfactory progress on their dissertation and a grade of No Credit when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NC 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 NC 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 in Clinical Psychology 3 Credits
(PSY-690 & PSY-692)**

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 Credits
(PSY-650)**

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-724.

**PSY-920 Doctoral Internship-Full Time 0 Credits
PSY-921
PSY-922
(PSY-740, PSY-741, PSY-742)**

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY 760, PSY-761, PSY-762, PSY-860, PSY-861, PSY-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 coursework, 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-923 **Doctoral Internship-Half Time** **0 Credits**
PSY-924
PSY-925
PSY-926
PSY-927
PSY-928
(PSY-743, PSY-744, PSY-745, PSY-746, PSY-747, PSY-748)

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY 760, PSY-761, PSY-762, PSY-860, PSY-861, PSY-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 coursework, 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-930 **Trauma, Grief, and Loss with Children, Adolescents, and Families** **3 Credits**

This course emphasizes theories and treatment approaches related to the experiences of trauma, grief, and loss with children, adolescents, and their families. A strong emphasis of this course will be to understand the ways children, adolescents, and families understand and experience trauma and loss, and ways in which culture influences these processes. Loss will be explored broadly, and will include an understanding of the impact of death, parent and child illness, divorce, and other losses on the psychological health and wellbeing of this population. The impact of trauma on the health and functioning of the child, adolescent, and family will also be explored. Developmental perspectives outlining the normal response to such experiences will also be emphasized. Evidence-based practices for the treatment of this population will be emphasized.

PSY-931 **Developmental Disorders of Childhood and Adolescence** **3 Credits**

This course emphasizes assessment and intervention approaches focused on the treatment of children and adolescents diagnosed with autism spectrum and/or other developmental disorders. Research supported treatments, such as Applied Behavior Analysis (ABA), will be the central focus of this course. Students will also learn structured interview techniques and assessment procedures used to determine the nature and severity of this class of disorders.

PSY-932 **Assessment and Intervention with Adolescents and Young Adults** **3 Credits**

This course emphasizes theories and treatment approaches related to the treatment of older adolescents and young adults. Specially, the unique developmental task associated with this phase of the lifespan and associated impact on mental health and wellbeing will be addressed. Students will learn how to conduct risk assessments, as well as how to recognize and intervene with clients who are experiencing their first symptoms of severe mental illness. Evidence-based practices, including long-term and short-term models of treatment, will be emphasized.

PSY-933 Practicum Seminar in Neuropsychology I, II & III 1 Credit Each
PSY-934
PSY-935

(CEN-722, CEN-724, & CEN-729)

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-943 Neuropsychology Practicum I, II & III 1 Credit Each
PSY-944
PSY-945

(CEN-726, CEN-727, & CEN-730)

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-950 Advanced Practicum Seminar I & II 1 Credit Each
PSY-951

(PSY-607 & PSY-608)

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 Advanced Practicum I & II 1 Credit Each
PSY-961
(PSY-619 & PSY-620)

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.

CMHC-995 CMHC Comprehensive Examination 0 Credits

Prerequisite: Completion or near completion of all CMHC program requirements. The CMHC Comprehensive Examination consists the Counselor Preparation Comprehensive Examination (CPCE).

MAC-995 Master's Clinical Qualifying Examination 0 Credits

MACF-995
MAG-995
MAO-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 University.

MART-995 Master's Clinical Qualifying Examination 0 credits
(Vancouver Campus)

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master in Counseling Psychology: Art Therapy program. These learning outcomes are: preparation for entry level practice at the MCP: AT level; ability to integrate research and practice; and ability to practice in an ethical and socially responsible manner.

MAT-995 Master's Clinical Qualifying Examination 0 Credits

The Qualifying Examination consists of the presentation of a clinical case with an analysis of key interchanges within the session, a written case conceptualization from two different theories (one of which is an Adlerian Case Conceptualization), a treatment plan, a paper integrating research with the clinical case, a paper examining social issues pertinent to the clinical case, client artwork from sessions, and a list of references. Students meet with a faculty examiner to review the material pertinent to the case. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the first submission must submit a revised MAQE based on the required

changes and modifications. This MAQE experience integrates and authenticates professional knowledge and skills appropriate to the art therapy, counseling and clinical mental health counseling settings, and initial postgraduate professional employment placement. The student discusses and presents the case to illustrate their ability in applying art therapy and counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization and treatment planning. The MAQE consists of 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; (Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students demonstrate competencies which enable them to be a clinically and culturally competent, ethical, and socially responsible entry-level practitioners. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

MCFT-995**Master's Clinical Qualifying Examination****0 Credits**

Prerequisite: Completion or near completion of all MCFT degree requirements. The Qualifying Examination consists of an in-depth written presentation of a clinical case including an audio or video tape and a case conceptualization and treatment plan. The MAQE also evaluates competency with culture, ethics, literature review, application of research, Adlerian parenting skills and self-of-the-therapist. The MAQE also consists of an oral exam. A CFT faculty member evaluates the written and oral exam.

FACULTY

The University'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 University'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 are 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 and Global Campuses

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ACADEMIC CALENDAR 2014-2015 – CHICAGO AND GLOBAL CAMPUSES

Event	Date	Comments
Labor Day	Monday, September 1, 2014	Chicago Campus Holiday
Fall term begins (Chicago, Blended, and Online Programs)	Tuesday, September 2, 2014	
Drop Fee begins (Chicago, Blended, and Online Programs)	Tuesday, September 2, 2014	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor no later than 11:59 PM CST on September 2, 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, Blended, and Online Programs)	Tuesday, September 2, 2014 - Monday, September 8, 2014	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Monday, September 8, 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, September 6, 2014	Chicago Campus
Blended MAC Residency	Sunday, September 7, 2014	Chicago Campus
Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago, Blended, and Online Programs)	Tuesday, September 9, 2014 - Monday, September 15, 2014	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Monday, September 15, 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. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.

Event	Date	Comments
Drop/Add Period - Final Day (Chicago, Blended, and Online Programs)	Monday, September 15, 2014	Last day to add and drop classes for Fall 2014. 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 2015 Degree completers (Chicago, Blended, and Online Programs)	Friday, October 3, 2014	Applications are due for students who will complete degree requirements during the Spring 2015 term. This date is also applicable to Psy.D. students who have earned an M.A. along the way. Please note: 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. Applications submitted after this date must be accompanied with the \$50 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 your being withdrawn from the program without your degree being conferred.
Explorers Day	Monday, October 13, 2014	Chicago Campus Holiday
Alumni Reunion	Saturday, October 18, 2014	At the Chicago Campus
Commencement Ceremony	Sunday, October 19, 2014	Please see website for current info (http://www.adler.edu/commencement).

Event	Date	Comments
Deadline to withdraw from a course with a "W" grade (Chicago, Blended, and Online Programs)	Sunday, October 26, 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 Sunday, October 26, 2014. If approved, the email 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 2015 Registration (Chicago, Blended, and Online Programs)	Monday, October 27, 2014 - Sunday, November 9, 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, November 9, 2014.
Spring 2015 Late Registration (Chicago, Blended, and Online Programs)	Monday, November 10, 2014	Students registering for the first time as of 12:00 AM CST on Monday, November 10, 2014, will be assessed the late registration fee.
Thanksgiving	Thursday, November 27, 2014	Chicago Campus Holiday
Day After Thanksgiving	Friday, November 28, 2014	Chicago Campus Holiday
Fall term ends (Chicago, Blended, and Online Programs)	Monday, December 15, 2014	
Christmas Eve observed	Wednesday, December 24, 2014	Chicago Campus Holiday
Christmas Day observed	Thursday, December 25, 2014	Chicago Campus Holiday
New Year's Day observed	Thursday, January 1, 2015	Chicago Campus Holiday
Spring term begins (Chicago, Blended, and Online Programs)	Monday, January 5, 2015	
Drop Fee begins (Chicago, Blended, and Online Programs)	Monday, January 5, 2015	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor no later than 11:59 PM CST on Sunday, January 4, 2015. 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 - 100% Refund **ALL CLASSES** (Chicago, Blended, and Online Programs)	Monday, January 5, 2015 - Sunday, January 11, 2015	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 11, 2015. 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 10, 2015	Chicago Campus
Blended MAC Residency	Sunday, January 11, 2015	Chicago Campus
Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago, Blended, and Online Programs)	Monday, January 12, 2015 - Sunday, January 18, 2015	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 18, 2015. 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, Blended, and Online Programs)	Sunday, January 18, 2015	Last day to add and drop classes for Spring 2015. 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. Day	Monday, January 19, 2015	Chicago Campus Holiday
Degree Completion & Graduation Application for Summer 2015 Degree completers (Chicago, Blended, and Online Programs)	Friday, February 6, 2015	Applications are due for students who will complete degree requirements due during the Summer 2015 term. This date is also applicable to Psy.D. students who have earned an M.A. along the way. Please note, 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

Event	Date	Comments
		internship requirements after the term ends on August 17, 2015, but on or before August 31, 2015, should also submit their application by Friday, February 6, 2015. Applications submitted after this date must be accompanied with the \$50 late fee. Please see the graduation application for complete details. The application and fee are mandatory regardless of whether you attend the commencement ceremony. Failure to submit the application and fee may result in your being withdrawn from the program without your degree being conferred.
Presidents' Day	Monday, February 16, 2015	Chicago Campus Holiday
Deadline to withdraw from course with a "W" grade (Chicago, Blended, and Online Programs)	Sunday, March 1, 2015	Requests to withdraw from a course a must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on March 1, 2015. If approved, the email 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 2015 Registration (Chicago, Blended, and Online Programs)	Monday, March 2, 2015 - Sunday, March 15, 2015	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 15, 2015.
Summer 2015 Late Registration (Chicago, Blended, and Online Programs)	Monday, March 16, 2015	Students registering for the first time as of 12:00 AM on Monday, March 16, 2015 will be assessed the late registration fee.
Good Friday	Friday, April 3, 2015	Chicago Campus Holiday
Spring term ends (Chicago, Blended, and Online Programs)	Monday, April 20, 2015	
Summer term begins (Chicago, Blended, and Online Programs)	Monday, May, 4, 2015	

Event	Date	Comments
Summer I session begins (Chicago, Blended, and Online Programs)	Monday, May 4, 2015	
Drop Fee begins (Chicago, Blended, and Online Programs)	Monday, May 4, 2015	In order to avoid being assessed the drop fee, ALL Summer courses (Summer, Summer I, and Summer II) must be dropped via WebAdvisor no later than 11:59 PM CST on Sunday, May 3, 2015. 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, Blended, and Online Programs)	Monday, May 4, 2015 - Sunday, May 10, 2015	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 10, 2015. Mandatory fees, which include but are not limited to the Student Services Fee, are not refundable once the term has begun.
Add/Drop Period - 50% Refund **ALL COURSES** - Summer, Summer I, & Summer II Session courses** (Chicago, Blended, and Online Programs)	Monday, May 11, 2015 Sunday, May 17, 2015	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 17, 2015. 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 16, 2015	Chicago Campus
Blended MAC Residency	Sunday, May 17, 2015	Chicago Campus

Event	Date	Comments
Add/Drop Period - Final Day (Summer and Summer I Session) (Chicago, Blended, and Online Programs)	Sunday, May 17, 2015	Last day to add and drop classes for Summer and Summer I session 2015; last day to drop classes for Summer II session 2015. 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.
Memorial Day	Monday, May 25, 2015	Chicago Campus Holiday
Degree Completion & Graduation Application due for Fall 2015 Degree completers (Chicago, Blended, and Online Programs)	Friday, June 5, 2015	Applications are due for students who will complete degree requirements during the Fall 2015 term. Applications submitted after this date must be accompanied with the \$50 late fee. Students who wish to participate in the 2016 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2016 term, August 15, 2016. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2016. Psy.D. students who will complete their dissertation and/or internship requirements after the term ends on August 15, 2016, but on or before August 31, 2016, should submit their application by Friday, February 3, 2017. Please see the graduation application for complete details. The application and fee are mandatory regardless of whether you attend the commencement ceremony. Failure to submit the application and fee may result in your being withdrawn from the program without your degree being conferred.

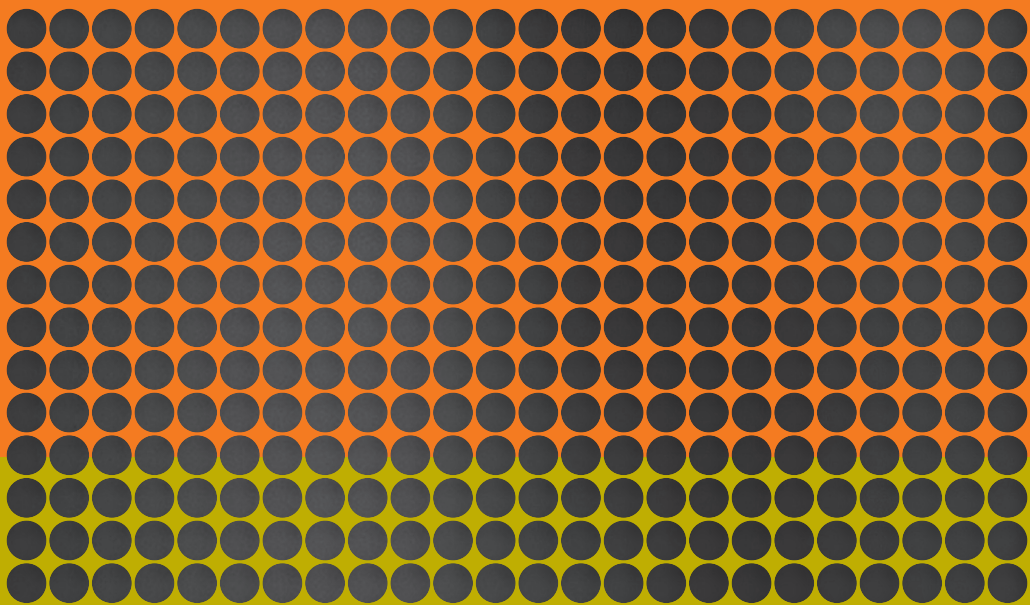
Event	Date	Comments
Deadline to withdraw from a Summer I Session courses with a "W" grade (Chicago, Blended, and Online Programs)	Sunday, June 7, 2015	Requests to withdraw from a course must be submitted to your Advisor or Program Director/Chair via your Adler email account no later than 11:59 PM CST on June 7, 2015. If approved, the email 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 2015 Registration (Chicago, Blended, and Online Programs)	Monday, June 8, 2015 - Sunday, June 21, 2015	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 21, 2015.
Fall 2015 Late Registration (Chicago, Blended, and Online Programs)	Monday, June 22, 2015	Students registering for the first time as of 12:00 AM CST on Monday, June 22, 2015, will be assessed the late registration fee.
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, Blended, and Online Programs)	Sunday, June 28, 2015	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 28, 2015. If approved, the email 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.
Independence Day Observed	Friday, July 3, 2015	Chicago Campus Holiday
Independence Day	Saturday, July 4, 2015	Chicago Campus Closed
Summer I Session ends (Chicago – on campus courses)	Sunday, July 5, 2015	Online Summer I session may be still in session. Practicum, internship, and dissertation, and parenting courses may still be in session.
Summer II Session begins (Chicago and Blended programs)	Monday, July 6, 2015	

Event	Date	Comments
Summer II Session Courses - Add Deadline (Chicago, Blended, and Online Programs)	Sunday, July 12, 2015	Students may add Summer II session classes up until the start date of the course.
Summer I Session Ends (<i>Chicago Campus – online courses</i>)	Sunday, July 12, 2015	
Deadline to withdraw from Summer II Session courses with a “W” grade (Chicago, Blended, and Online Programs)	Sunday, July 26, 2015	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 July 26, 2015. 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 II Session Ends (Chicago and Blended Programs)	Monday, August 17, 2015	
Summer term ends (Chicago, Blended, and Online Programs)	Monday August 17, 2015	
Fall term begins	Tuesday, September 1, 2015	
Fall term ends	Monday, December 14, 2015	
Spring term begins	Monday, January 4, 2016	
Spring term ends	Monday, April 18, 2016	
Summer term begins	Monday, May 2, 2016	
Summer I session begins	Monday, May 2, 2016	
Summer I session ends	Sunday, July 3, 2016	
Summer II session begins	Tuesday, July 5, 2016	
Summer II session ends	Monday, August 15, 2016	
Summer term ends	Monday, August 15, 2016	

ACADEMIC CALENDAR 2014-2015 – VANCOUVER CAMPUS

Event	Date	Comments
Orientation: MAC, MCP, MCP-AT/MAOP	Thursday, September 4, 2014	
Fall Term begins	Saturday, September 6, 2014	
Orientation: Psy.D.	Monday, September 8, 2014	
Thanksgiving Day	Monday, October 13, 2014	Campus Closed
Alumni Reception	Thursday, October 30, 2014	Evening
Commencement Ceremony	Saturday, November 1, 2014	Morning
Remembrance Day observed	Tuesday, November 11, 2014	Campus Closed
Fall Term Ends	Tuesday, December 18, 2014	
Christmas Day observed	Thursday, December 25, 2014	Campus Closed
Boxing Day observed	Friday, December 26, 2014	Campus Closed
New Year's Day observed	Thursday, January 1, 2015	Campus Closed
Orientation: MAC and MCP	Friday, January 2, 2015	
Spring Term begins	Monday, January 5, 2015	
Family Day	Monday, February 9, 2015	Campus Closed
Good Friday	Friday, April 3, 2015	Campus Closed
Easter Monday	Monday, April 5, 2015	Campus Closed

Event	Date	Comments
Spring Term Ends	Saturday, April 18, 2015	
Summer Term Begins	Monday, May 4, 2015	
Victoria Day	Monday, May 18, 2015	Campus Closed
Canada Day	Wednesday, July 1, 2015	Campus Closed
Summer Term Ends	Thursday, July 30, 2015	
BC Day	Monday, August 3, 2015	Campus Closed



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