



**COURSE
CATALOG**
2016-2017



ADLER UNIVERSITY



Adler University

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ACCREDITATION AND APPROVALS

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

- Adler University has been continuously accredited since 1978 by the Higher Learning Commission. The Commission can be contacted at 230 South LaSalle St., Suite 7-500, Chicago, IL 60604; 800.621.7440 or 312.263.0456; email: info@hlcommission.org; website: hlcommission.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 St. NE, Washington, DC 20002; 800.374.2721 or 202.336.5979; website: apa.org.
- The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP can be contacted at 1001 North Fairfax St., Suite 510, Alexandria, VA 22314; 703.535.5990; website: cacrep.org.
- Adler University's Community Health Services Internship in Clinical Psychology has been accredited by the American Psychological Association (APA) since 2005. The APA's Committee on Accreditation can be contacted at the Office of Program Consultation and Accreditation, 750 First St. NE, Washington, DC 20002; 800.374.2721 or 202.336.5979; email: apaaccred@apa.org; website: apa.org.
- The Master of Arts in Counseling: Specialization in Rehabilitation Counseling is accredited by the Council of Rehabilitation Education (CORE). CORE can be contacted at 1699 E. Woodfield Rd., Suite 300, Schaumburg, IL 60173; 847.944.1345; website: core-rehab.org.
- The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by National Register of Health Service Psychologists. The Register can be contacted at 1200 New York Ave. NW, Suite 800, Washington DC 20005; 202.783.7663; website: nationalregister.org.
- The Substance Abuse Counseling certificate 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 contacted at 401 E. Sangamon Ave., Springfield, IL 62702; 217.698.8110; website: iaodapca.org.
- The Master of Arts in Counseling: Art Therapy (Chicago) is approved by the American Art Therapy Association (AATA). AATA can be contacted at 4875 Eisenhower Ave., Suite 240, Alexandria, VA 22304; 888.290.0878; website: arttherapy.org.
- The Master of Arts in Counseling: Art Therapy (Vancouver) is approved by the British Columbia Art Therapy Association (BCATA) and the Canadian Art Therapy Association (CATA). BCATA can be contacted at Suite 123 101-1001 West Broadway Vancouver, BC V6H 4E4; 1-604-878-6393; website: <http://bcarttherapy.com/bcata>. CATA can be contacted at PO BOX 658, Stn Main, Parksville, BC V9P 2G7, website: <http://canadianarttherapy.org>.

- Degree programs offered at Adler University's Vancouver Campus have ministerial consent under the authority of the Degree Quality Assessment Board (DQAB). DQAB can be contacted at 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 contacted at 431 East Adams St., 2nd Floor, Springfield, IL 62501; 217.782.2551; website: ibhe.org. In addition to utilizing Adler's compliant resolution processes, students can file complaints with IBHE at <http://complaints.ibhe.org>.
- Adler University's educational offerings are approved for veterans' education by the Illinois Department of Veterans' Affairs.
- 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 Drug Abuse Professional Certification Association, and the National Board for Certified Counselors as a provider of Continuing Education (CE) programs.
- Adler University is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA), an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.
- Adler University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about Adler University that have not been satisfactorily answered or resolved by Adler can be directed to the Wisconsin Educational Approval Board, 210 West Washington Ave., 3rd Floor, Madison, WI 53703; 608.266.1996; website: eab.state.wi.us.

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THE UNIVERSITY: AN OVERVIEW

Adler University educates students to engage the world and create a more just society. Established in 1952 to advance the pioneering work of Alfred Adler—who advocated social change to improve community health—the University offers a range of graduate degree programs that focus on graduating socially responsible practitioners, engaging communities, and advancing social justice.

More than 1,200 students are enrolled at the University's campuses in downtown Chicago and Vancouver, and through our Online Campus. Our institutes and centers engage students, faculty, practitioners and communities in advocacy, applied research, and action for social justice. Adler University holds the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, recognizing higher institution practices for exemplary community engagement.

Adler University is named for Alfred Adler (1870–1937), a physician, psychotherapist, and founder of Adlerian psychology. His work pioneered attention to community life, prevention, and population health and emphasized 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 to use public education as a way to address community health and was among the first to write about the social determinants of health and of mental health. His values and concepts drive the mission, work, and values at Adler University today.

Adler University continues the pioneering work of Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice. This mission drives our curricula, which has earned national and international recognition. Across all academic programs, coursework and training are embedded with our unique emphasis on socially responsible practice. Adler offers programs that emphasize socially responsible practice in fields such as public policy and administration, criminology, emergency management leadership, media and communications, and nonprofit management. Our legacy psychology and counseling programs include a range of counseling specialties, one of the United States' largest and best-known art therapy programs, nationally recognized offerings in military psychology, and Canada's first practitioner-scholar-based Doctor of Psychology in Clinical Psychology program.

Through practica, internships, training, and community engagement with Adler's hundreds of community partners including government, advocacy, human service, and other agencies at all levels, Adler University students provide more than 584,755 direct service hours to communities each year.

Campus Facilities

CHICAGO CAMPUS

ONLINE CAMPUS

Adler University
17 North Dearborn Street
Chicago, IL 60602
312.662.4000
adler.edu

Adler University's downtown Chicago facility is the location for its Chicago Campus and for the leadership and administration of our Online Campus. 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 wellness and a collaborative learning environment.

The Chicago Campus is easily accessible by bus, train, or automobile, and features secure bicycle storage facilities. Located near campus are a number of prestigious colleges and universities, government centers, public libraries, lakefront parks, theater 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
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adler.edu

The Vancouver Campus is located at the corner of West Georgia Street and Thurlow Street, 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 SkyTrain's Waterfront Station is easily accessed one block from the campus at Burrard Street (between West Georgia and Dunsmuir Streets). The SkyTrain's Millennium and Expo lines are just one station away from Waterfront Station, where connections for the SeaBus 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 Vancouver Art Gallery, Stanley Park, and English Bay Beach.

ONLINE CAMPUS

The Online Campus brings together Adler University's fully online degree programs under one virtual campus, enabling students wherever they live to earn advanced degrees. Online classes are limited to no more than 15 students and receive close faculty mentoring and academic support. Coursework is developed and delivered by faculty members who are qualified experts in their discipline as well as trained in online instruction and meets the Quality Matters standards for effective online course design. Faculty and staff affiliated with the Online Campus are housed in the Chicago Campus facility.

Mission, Values, and Vision

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 are:

- **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.

The University's vision is to be the leading academic institution advancing socially responsible practice, healthy communities, and a more just society.

Socially Responsible Practice

Advancing the work of Alfred Adler, Adler University and its mission emphasize 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 is a required competency in all Adler University degree programs. Attainment of this competency is achieved through practical training, coursework, and other activities. The Social Justice Practicum (SJP) 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 educational and community engagement activities and programs provided by Adler Community Health Services, the Department of Community Engagement, and the University's institutes and centers 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 individual, community, and population health;
- Integrate this understanding into professional practice; and
- Collaborate with others to reform social, political, and other structures and systems that adversely affect well-being.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Although FERPA contains exceptions for the release of “directory information” without a student’s prior written consent, students have the right to request that even such directory information be withheld from disclosure to third parties. Applicants who are not admitted to Adler University or who do not matriculate following admission have no right of access to their submitted education records.

Education records include any information or documentation that is recorded in any way, including records produced by handwriting, computer, email, audio, and video, among others. Educational records contain information directly related to a student and are maintained by Adler University or any party acting on its behalf. Adler University does not maintain education records in one central office. Education records are maintained in the Office of the Registrar and in the respective academic program and department offices. Other education records are maintained in Financial Aid (financial aid information), Student Accounts (financial account payment information), Student Affairs, the Office of Community Engagement, the Training Department, and other offices. Questions regarding individual student records should be directed to the appropriate department.

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

FERPA provides students the following rights:

- To inspect and review educational records by submitting a written request to the Office of the Registrar. Requests can take up to 45 days. Students should submit to the Office of the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The Adler University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Adler University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- To request the amendment of the student’s educational records that the student believes are inaccurate or misleading. Students may ask the University to amend records that they believe are inaccurate. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- To consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent, such as directory information. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), or a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 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>.

Given the restrictions of FERPA, Adler University faculty and staff and any entity acting on behalf of Adler University should assume that all students must provide written consent that follows the format specified in FERPA before any education records may be released to anyone other than the student. Information cannot be released to any third party, including a student's parents, relatives, and friends. Particularly sensitive information includes a student's Social Security number, race or ethnicity, gender, nationality, academic performance, disciplinary records, and grades.

DIRECTORY INFORMATION

Certain information classified by Adler University as "directory information" may be disclosed to the public at the discretion of the appropriate Adler University representative without obtaining the student's permission. The items classified as directory information include:

- Student's full name
- Local and permanent addresses
- Local and permanent phone numbers
- Adler University email address
- Date and place of birth
- Major and minor field(s) of study, including the college, division, department, or program in which the student is enrolled
- Dates of attendance and graduation, and degrees received
- Previous colleges/universities attended
- Degrees earned at previous colleges/universities
- Picture

Adler University reserves the right to ask for additional information, such as a written release from a student, before releasing directory information.

Students may restrict the release of any item of information considered directory information by submitting a written request via their Adler University email account to their campus's Office of the Registrar. The decision to restrict directory information will apply to all

requests for directory information from within and outside Adler University, including prospective employers. These restrictions will remain in effect until the Office of the Registrar is informed in writing to remove the restrictions.

COMMENCEMENT/GRADUATION ACTIVITIES

The Degree Completion and Graduation Application signals that a student is nearing completion of his or her degree program. By signing the Degree Completion and Graduation Application, the student is giving permission to the University to print the following information in any Adler University graduation program and/or announce this information at any Adler University commencement ceremony: the student's name, the Adler degree, and the student's major.

If a restriction on directory information request was previously submitted, the student's signature and/or submission of the Degree Completion and Graduation Application temporarily releases (for graduation ceremony/program purposes only) the directory information restrictions enacted by the student so that the information can be published in any Adler University graduation program and/or announced at any Adler University commencement ceremony. In addition, the student's signature permits Adler University to release the student's name and address to the external photography vendor with whom Adler contracts, and to have the vendor place graduation photographs of the student on its website. The recording of the graduation ceremony could also appear on the Adler University website and/or social media sites including but not limited to YouTube, Twitter, and Facebook.

If there are questions about how the information will be used for graduation or commencement purposes, please speak with the Office of the Registrar before signing and submitting the Degree Completion and Graduation Application.

DECEASED STUDENT RECORDS

Adler University does not permit the release of education record information of a deceased student unless required by law and/or authorized by the executor of the deceased student's estate, or parents or next of kin if an executor has not been appointed. Inquiries regarding this policy should be made to the Office of the Registrar.

MAILING LISTS

Adler University does not release the names, addresses, phone numbers, or email addresses of its current or former students as mailing lists unless required to by law (i.e., the Solomon Amendment).

ADDITIONAL QUESTIONS

The Office of the Registrar is the compliance office for FERPA at Adler University. If there are additional questions, please contact your campus Office of the Registrar.

Personal Information Protection Act (PIPA) – Vancouver Campus

British Columbia's Personal Information Protection Act (PIPA) sets out the rules for how private sector and nonprofit 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 their 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 Office of the Registrar. Students who wish to see the contents of their academic file should submit a written request to the Office of the Registrar. The Office of the Registrar can take up to 30 days to respond to a student request. Students can submit correspondence to be filed in their academic file to the Office of the Registrar.

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 Office of Student Affairs will work with any faculty member 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.

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.

Active Duty Military

Adler University will promptly readmit a service member returning from active duty, with the same academic status and enrollment status, to the same program to which he or she was last admitted. (If that exact program is no longer offered, the student will be admitted to the program that is most similar to the former program, unless the student requests or agrees to admission to a different program.) The student will be readmitted with the same number of credit hours completed previously (unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable).

A student going on a military leave must give advance electronic or written notice of service to the University, and to be readmitted, a student must provide proper documentation as listed in 34 CFR 668.18 (g). For the Active Duty Military readmission policy to apply, the cumulative length of the absence and of all previous absences from Adler University by reason of service cannot exceed five years. A student must apply for readmission not later than three years after the completion of the period of service (unless a student is hospitalized and recovering from injuries suffered during service). Adler is not required to readmit a student, after undertaking reasonable efforts, if it determines that the student is not prepared to resume the program at the point where he or she left off.

When a student is readmitted to the same program, for the first academic year in which he or she returns, the student is assessed the tuition and fee charges that he or she was or would have been assessed for the academic year during which he or she left the University. However, if the student's veterans' education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, Adler will assess those fees as well.

Organization and Governance

Adler University is a private, independent, nonprofit 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. The University is extra-provincially registered under the laws of British Columbia as Adler University.

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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.

ADLER UNIVERSITY LIBRARY SERVICES

The Adler University Library System is a dynamic partner in mentoring socially responsible practitioners. The Libraries collaborate with faculty, clinicians, and researchers to support students in their progress to achieve the University's institutional learning outcomes at all Adler University campuses.

The Harold and Birdie Mosak Library at the Chicago Campus is the administrative hub of the Adler University Library System. Adler University librarians work with students, faculty, and community affiliates at all campuses 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 academic community.

The Libraries are a governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI). They belong to the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. I-Share is now one of the largest shared library systems in the nation. Governing membership provides 14 discounted or subsidized database subscriptions, 150,000 freely available digital images, and perpetual access to a substantial body of electronic journals, e-books, and 1.5 million pages of material from member institutions' collections.

The Harold and Birdie Mosak Library provides access for students, staff, and faculty at all campuses, including full-text e-book and e-journal content. Interlibrary loan of articles and books is also available.

The Libraries manage access to more than 386 research databases related to Adler University's degree programs, as well as full-text electronic content from more than 56,000 unique journal titles, more than 365,000 electronic books, more than 3,200 digital media, and several collections of newspapers.

Library services for Adler University students and faculty at all campuses 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 Libraries. The Libraries are members of the Center for Research Libraries (CRL) and the Reaching across Illinois Library System (RAILS), as well as CARLI. These memberships enable the Libraries to participate in resource sharing and collection development programs on a statewide and national scale.

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

THE CENTER FOR LEARNING AND TEACHING

The Center for Learning and Teaching (CLT) serves the students, faculty, and staff of Adler University by fostering the enhancement of professional and academic skills. We promote an atmosphere of inclusion, lifelong learning, and authentic contribution.

The CLT offers individual consultations and workshops throughout the year on topics identified as being of interest to students, faculty, and staff. The CLT also offers space for those on the Chicago Campus to use computers, browse print resources, read, practice presentations, and hold workshops and meetings.

Appointments for individual consultations are available in person as well as by telephone or Skype. Updated workshop and other meeting schedules are posted on Adler Connect. Anyone who would like to receive more information, to offer suggestions for programming, or to make an appointment with CLT staff may contact the CLT by email (CLT@adler.edu) or telephone (312.662.4200).

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 composed of two divisions: Community Services and Juvenile Justice.

Through the Community Services division, ACHS offers a doctoral internship program in Clinical Psychology that is approved by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship is a fully affiliated program, reserving 10 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 sites based on his or 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 presentations and seminars.

Through the Juvenile Justice division, ACHS offers a doctoral internship and an advanced practicum (externship) 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) and is in process to obtain APA accreditation.

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 psychoeducational 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, elementary and high school students from disadvantaged communities, persistent and severe mentally ill people and their families, and elders who are struggling with poverty.

THE 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
- Helping organizations plan strategies that promote functionality and wellness
- Supporting a cultural shift away from punishment and toward positive human and community development

THE CENTER FOR ADLERIAN RESEARCH AND PRACTICE

The mission of the Center for Adlerian Practice and Scholarship is to maintain, promote, and develop the core theory, research, and methods of Adlerian psychology, as well as to disseminate the foundational roots and best-practice applications in schools, at home, in clinical settings, in the workplace, and in the community.

Areas of focus of the Center include community education, training, and the provision of resources. For more information, please visit adler.edu/page/institutes/center-for-adlerian-practice-and-scholarship/about.

U.S. FINANCIAL AID

In order to be awarded financial assistance through the Office of Financial Aid, a student must complete the annual financial aid application and meet the eligibility requirements. Students begin the financial aid process by completing and submitting a Free Application for Federal Student Aid (FAFSA) at FAFSA.ed.gov using Adler's school code, G20681. In certain instances, other aid application materials may be required. These additional items will be formally requested by the Office of Financial Aid if they are necessary to complete the aid application process. Financial aid applications are year-specific and must be renewed each academic year in order to continue funding.

Students will be notified of their aid awards via email and will be asked to review them via the Student Self-Service area of Adler Connect.

Financial Aid Eligibility Requirements

In order to be eligible for most types of federal and institutional assistance, an aid applicant must:

- Be actively enrolled in a degree or certificate program at Adler University;
- Have a high school diploma, have a recognized equivalent of a high school diploma (GED), or have completed schooling at the secondary level;
- Have a complete financial aid application on file with the University;
- Maintain satisfactory academic progress according to Office of Financial Aid standards;
- Enroll at a certain level for certain aid programs (e.g., loans require half-time enrollment, etc.);
- Not have a federal or state drug conviction;
- Not be incarcerated, except for certain federal assistance programs;
- Be a U.S. citizen; national, permanent resident; other eligible noncitizen; or a citizen of the Freely Associated States;
- Not be in default on a federal education loan;
- Not owe an overpayment on a federal education grant;
- Not have a defaulted federal education loan or federal grant overpayment in active bankruptcy claim (under certain circumstances);
- Not have federal education loans that were discharged due to total and permanent disability (under certain circumstances);
- Not have borrowed more than the aggregate limits established for the federal loan programs;
- Have a Social Security number;
- Have registered with Selective Service (males only), if required by law; and
- Meet all aid-specific criteria (certain programs require satisfactory credit checks, require the student to be in a specific academic program, etc.).

ENROLLMENT STATUS

Students must maintain at least half-time enrollment as defined by their academic program. Full- and half-time definitions are as follows, with all measures being taken on a per-term basis:

- Chicago Campus M.A. and certificate candidates: eight credits or more is considered full time; four to seven credits is considered half time.
- Chicago Campus doctoral candidates: nine credits or more is considered full time; five to eight credits is considered half time
- Online Campus M.A. candidates: six credits or more is considered full time; three to five credits is considered half time.
- Chicago or Online Campus students registered for practicum, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation satisfy the full-time enrollment definition.
- Chicago or Online Campus students registered for dissertation proposal continuation, doctoral dissertation continuation, or half-time internship satisfy the half-time enrollment definition.
- Chicago or Online Campus students registered only for Oral Defense are considered less than half time.
- Only credits required for completion of the degree or certificate count in a student's enrollment status for the term.

Enrollment Status Considerations When Retaking Coursework

Please note: For the purposes of determining a student's enrollment status, there are special considerations for students who are repeating coursework.

- A student who has failed a course (letter grade of F, or grade of NC in a credit/no-credit course) can have the repeated failed course calculated in his or her enrollment status as many times as it is necessary to get a passing grade.
- A student who is retaking a previously passed course to improve his or her grade in it may have exactly one repetition of that course included in his or her enrollment status.

Types of Financial Aid

Aid is available from federal, institutional, and outside programs. Aid can come in the form of:

- Scholarships – free money that does not need to be repaid. Most times, this assistance is based on academics, personal background, essay completion, or some combination of these.
- Loans – money that must be repaid at some point in the future, with interest. These loans are not need-based, but there may be a credit check required.
- Work-Study – assistance that is earned through service to the institution or an outside organization. This assistance is need-based.
- Veterans' Education Benefits – assistance available to veterans of the U.S. armed forces and their dependents.

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 half tuition.

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 public website.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOANS

To be offered a Federal Direct Unsubsidized Stafford Loan, students must:

- Apply for student financial assistance with the University;
- Accept or reject each Federal Direct Unsubsidized Stafford Loan offered; and
- Each new borrower must complete both a master promissory note and entrance counseling session.

The Federal Direct Unsubsidized Stafford Loan is the basic component of a student's financial aid package at Adler University. Annual awards range from \$20,500 (the annual limit for most of Adler's programs) to \$37,165 (Psy.D. program only). There are also lifetime maximums that apply to this loan program (\$138,500 for most of Adler's programs, and \$224,000 for the Psy.D. program).

For the 2016-17 year, Federal Direct Unsubsidized Stafford Loans first disbursed before July 1, 2016, will have a fixed interest rate of 5.84 percent. Loans disbursed on or after July 1, 2016, will have a different interest rate that has not been determined as of this printing. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account.

For the 2016-17 year, Federal Direct Unsubsidized Stafford Loans first disbursed on or after 10/1/2015 and before 10/1/2016 will have a loan fee of 1.068 percent. Loans disbursed on or after 10/1/2016 will have a different loan fee that has not been determined as of this printing.

Repayment of federal loans does not begin until six months after a student graduates, withdraws from school, or ceases to maintain at least half-time enrollment. After this grace period expires, borrowers have the option of a standard, 10-year repayment or other extended repayment options based on time to repayment or the borrower's income. These loans also allow for specific deferments, or time periods when the lender will temporarily suspend collection activity on the loan. Borrowers requiring a temporary postponement or partial reduction in monthly payment may request a forbearance in the case when a deferment is not available.

FEDERAL GRADUATE PLUS LOANS

Students may apply for a Federal Graduate PLUS Loan to supplement Federal Direct Unsubsidized Stafford Loan funds. To be offered a Federal Graduate PLUS Loan, students must:

- Apply for student financial assistance with the University;
- Apply for a Federal Graduate PLUS Loan online at the studentloans.gov website; and
- Each new borrower must complete both a master promissory note and entrance counseling session.

The Federal Graduate PLUS Loan is a non-need-based loan that requires a credit check. The annual loan limit is the student's cost of attendance minus any other aid they are receiving. There is no aggregate cap on this loan program.

For the 2016-17 year, Federal Graduate PLUS Loans first disbursed before July 1, 2016, will have a fixed interest rate of 6.84 percent. Loans disbursed on or after July 1, 2016, will have a different interest rate that has not been determined as of this printing. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account.

For the 2016-17 year, Federal Graduate PLUS Loans first disbursed on or after October 1, 2015, and before October 1, 2016, will have a loan fee of 4.272 percent. Loans disbursed on or after October 1, 2016 will have a different loan fee that has not been determined as of this printing.

Repayment of Federal Graduate PLUS Loans begins as soon as the loan is fully disbursed, though students have the option of deferring repayment while the student is enrolled as at least a half-time student and for six months following graduation/withdrawal/dropping below half-time enrollment. Borrowers have the option of a standard, 10-year repayment or other extended repayment options based on time to repayment or the borrower's income. These loans also allow for specific deferments, or time periods when the lender will temporarily suspend collection activity on the loan. Borrowers requiring a temporary postponement or partial reduction in monthly payment may request a forbearance in the case when a deferment is not available.

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 who are not able to file a FAFSA. Interest rates on alternative loans are typically not fixed and can vary by lender and by the 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 cosigner 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 Adler Connect.

There are a limited number of institutional work-study positions available for international students. Positions are posted on Adler Connect.

VETERANS' BENEFITS

Adler University participates in the full spectrum of Veterans Education Benefits through the U.S. Department of Veterans Affairs (VA).

- Post-9/11 GI Bill—provides tuition, fees, books/supplies, and housing assistance to eligible veterans. Tuition and fees are paid directly to Adler University by the VA. Tuition and fees assistance is capped by the VA and is adjusted each academic year. Please visit the VA website for up-to date information on maximum rate caps. Benefit rates vary based on the veteran's circumstances. Some veterans may be able to transfer their benefits to a dependent.
- Yellow Ribbon Program—veterans entitled to the maximum benefit rate are eligible to apply for additional tuition and fees amounts if their costs exceed the annual cap. The amount of additional assistance available and the number of students able to be supported is limited. Funds will be awarded on a first-come, first-served basis. Students who have received Yellow Ribbon assistance will have preference for these funds in future academic years. Details are available on the VA's Yellow Ribbon Program information page.
- Montgomery GI Bill Active Duty (MGIB-AD Chapter 30)—monthly benefit paid directly to the veteran.
- Montgomery GI Bill Selected Reserve (MGIB-SR Chapter 1606)—monthly benefit paid directly to the veteran.
- Reserve Educational Assistance Program (REAP Chapter 1607)—monthly benefit paid directly to the veteran.
- Veterans Educational Assistance Program (VEAP Chapter 32)—monthly benefit paid directly to the veteran.
- Survivors & Dependents Assistance (DEA Chapter 35)—monthly benefit paid directly to the survivor or dependent of the veteran.

If you qualify for participation in more than one Veterans Education Benefits program, the VA website provides a comparison tool to help you determine which benefits might be right for you.

Ready to Use Your Benefits?

Veterans interested in using their benefits at Adler University for the first time should:

1. First-time ever using VA Education Benefits? Apply for benefits through the VA. If you have never used your education benefits at an institution before, this step must be completed.
2. First-time using VA Education Benefits at Adler University? Submit form 22-1995 or form 22-5495 (as appropriate) online. If you have used your education benefits before but are a first-time benefits user at Adler University, the appropriate form must be submitted.
3. First-time veterans at Adler University must provide a copy of their Certificate of Eligibility from the VA (as well as any change of program forms from step 2 above) to the Office of Financial Aid before benefits can be certified with the VA.

All documents can be mailed, faxed, or scanned and emailed to our office. Please be sure to indicate your name and student ID number (or Social Security number) on all documents.

Students eligible for U.S. Veterans' benefits are encouraged to consult with the Office of Financial Aid regarding opportunities for Veteran's Education Benefits. Funds are processed according to Title 38, Sections 1651 and 1701 of the State Approval Agency for Veterans Education.

Financial Aid Verification Process

The federal government randomly selects certain federal student aid applicants for a process called verification. An aid applicant whose Free Application for Federal Student Aid (FAFSA) is selected for verification will be required to provide additional documentation to the Adler University Office of Financial Aid (AUOFA). These additional documents may require the AUOFA to make corrections to the student's aid application with the federal government. In most cases, these corrections will be made by financial aid personnel directly. Otherwise, students will be notified in writing (via email) if they are required to make a correction to their financial aid application.

Submission of these additional items is not optional for students who are selected for verification. The financial aid application cannot be processed until all required items are received.

Students selected for verification are placed in one of several different verification tracking groups by the Department of Education's Central Processing System (CPS). For the 2016-17 year, these groups are as follows:

1. Standard Verification Group (V1)
2. Custom Verification Group (V4)
3. Aggregate Verification Group (V5)
4. Household Resources Group (V6)*

*Added effective 2014-15

A detailed description of each verification tracking group can be found in the *Federal Student Aid Handbook* at <http://ifap.ed.gov/fsahandbook/attachments/1516AVGCh4.pdf>.

If a student's financial aid application is selected for verification, he or she will receive an email communication from the AUOFA. Depending on the student's verification tracking group, the message will request the following documents:

1. Verification Worksheet for the appropriate academic year (V1, V5, V6)
2. SNAP Verification Worksheet for the appropriate academic year (V4)
3. Child Support Paid Verification Worksheet for the appropriate academic year (V4)
4. High School Completion/Identity/Statement of Education Purpose Verification Worksheet for the appropriate academic year (V4, V5)
5. Other Untaxed Income Verification Worksheet (V6)
6. Documentation for IRS income-related questions for the student (and the student's spouse, as applicable) (V1, V5, V6)

Acceptable documentation includes:

- Information obtained from the IRS using the Department's IRS Data Retrieval Process via fafsa.ed.gov (if that information has not been changed after it was initially transferred to the FAFSA) **or**
- Federal tax transcript** from the IRS for the appropriate calendar year for the student (and the student's spouse, as applicable)

7. Additional items, as requested

**To obtain an IRS tax transcript, go to irs.gov and click on the "Order a Return or Account Transcript" link or call 800.908.9946. Make sure to request the "IRS tax transcript" and not the "IRS tax account transcript." You will need your Social Security number, date of birth, and your address on file with the IRS. It takes up to two weeks for IRS income information to be available for electronic IRS tax return filers and up to eight weeks for paper IRS tax return filers. If you are married and you and your spouse filed separate tax returns, you must submit tax return transcripts for both you and your spouse.

If a person who is required to provide documentation for IRS income-related questions has amended his or her federal tax return for the year in question, both an IRS tax transcript and an IRS tax account transcript are required.

All required items must be submitted in time for an award to be made for the academic year. The AUOFA cannot guarantee that assistance will be available for an academic term if required items are received less than two weeks before the end of that same academic term. Students will be notified in writing (via email) if changes to their financial aid awards are required as a result of the verification process. This notification will occur within five business days of the correction.

Satisfactory Academic Progress

Federal regulations require the Adler University Office of Financial Aid to monitor the academic progress of all financial aid recipients toward the completion of their degree. This process is called satisfactory academic progress (SAP). This SAP policy is enforced in conjunction with all other institutional policies and procedures, including the academic status and satisfactory progress policies of the University. The below criteria are checked at the end of each term (Chicago Campus) or course (Online Campus), once final grades are in, to determine whether students are maintaining satisfactory academic progress.

ENFORCEMENT

The Office of Financial Aid shall have primary responsibility in enforcing this policy. The Office of the Registrar and other University offices that maintain student information relevant to this policy shall provide such information as requested by the Office of Financial Aid.

GRADUATE STUDENTS

SAP for Adler University graduate students is monitored using three factors: maximum time frame measurement, cumulative progress toward completion of the degree or certificate, and cumulative grade point average (GPA).

Maximum Time Frame Measurement

Students may receive financial assistance for attempted credit hours up to 150 percent of the credits it normally takes to complete the academic program. The total allowable attempted hours are calculated by multiplying the hours required to complete the degree at Adler by 1.5 and rounding down to the nearest whole number. For example, for a program that requires 36 credit hours, a student may attempt up to 54 hours. Please note: non-degree certificate programs are approved by the U.S. Department of Education for financial assistance at a specific number of credit hours. Regardless of a student's actual plan of study, the maximum time frame is calculated using the number of hours for which the program was approved with the U.S. Department of Education. Additionally, students must satisfactorily complete all degree or certificate requirements within the time frames listed below, from the date of first registration following admission to the program:

- Certificate students: two years
- M.A. students: five years
- Doctoral students: seven years

Periods of approved leave of absence do not count against this maximum time measurement.

Cumulative Progress toward Completion of the Degree or Certificate

Students must successfully complete at least 70 percent of the credit hours they attempt. This will be measured cumulatively over the course of the student's program. For the purpose of this measurement, all of the following are applicable:

- Successful completion for Chicago Campus, non-Psy.D. students, is defined as a grade of B- or better for a letter-grade course or a grade of CR for a credit/no-credit course. These credits are counted in both attempted and completed hour totals.
- Successful completion for Chicago Campus, Psy.D. students, is defined as a grade of B or better for a letter-grade course or a grade of CR for a credit/no-credit course. These credits are counted in both attempted and completed hour totals.
- Successful completion for Online Campus students is defined as a grade of C or better for a letter-grade course, or a grade of CR for a credit/no-credit course. These credits are counted in both attempted and completed hour totals.
- All other grades (including incomplete grades) are counted in the attempted hour total but not the completed hour total. If an incomplete grade is later converted to a grade that is considered to be a successfully completed grade, the cumulative progress percentage can be recalculated. It is the student's responsibility to notify the Office of Financial Aid when an incomplete grade has been converted.
- Students who drop individual courses but who remain enrolled at the University will not have those dropped courses counted in the attempted hours total if they are dropped during the add/drop period. Dropped courses after the add/drop period will be counted in the attempted hours total.
- Repeated courses are counted as attempted hours during all attempts.
- Transfer credits that count toward the student's current academic program count as both attempted and completed hours.

- Students who change programs will only have hours that were previously attempted counted in their cumulative totals if they are applicable to the new academic program.
- Audited courses do not count in either the attempted or completed hour totals.

Cumulative Grade Point Average (GPA)

Graduate students must maintain a minimum cumulative GPA of 3.0.

Courses in Progress

If a student has any courses in progress (CIP) on his or her transcript, this means that no grade was assigned to the course. If a student is missing any grades for any term, SAP cannot be calculated. The Office of Financial Aid will place a hold on all future federal financial aid disbursements and student refund checks in the case when a student has courses in progress at the time that SAP is being reviewed.

Financial Aid Warning

Graduate students are allowed a financial aid warning period. Graduate students who fail to meet the requirements of this satisfactory academic progress policy will be placed on financial aid warning for one additional term (Chicago Campus) or course (Online Campus). Students will be allowed to continue on financial assistance during the warning period. Students placed on financial aid warning will be sent notification by hard copy letter (through the U.S. Postal Service) and through their Adler email account. The notification will include SAP requirements, steps necessary to meet SAP in the upcoming term, and the consequences for failing to meet SAP requirements by the end of the warning period.

Students will be placed on financial aid suspension if they fail to meet the standards of this SAP policy after the one-term/course financial aid warning period.

Suspension of Financial Aid Eligibility

Students who are suspended from financial aid eligibility will be notified by hard copy letter (through the U.S. Postal Service) and through their Adler email account. Students who still fail to meet the requirements of this policy after their single term or course on financial aid warning will be placed on financial aid suspension.

Appealing Suspension of Financial Aid Eligibility

A student may appeal the suspension of his or her financial aid eligibility for extenuating circumstances. Appeals from other parties on behalf of the student will not be accepted. All appeals should be submitted to the director of financial aid in writing. Each appeal must include (1) the reasons the standards of this policy were not met, (2) what has changed in the student's situation that will allow the student to make satisfactory progress during the next evaluation, and (3) an academic plan for the remainder of the student's studies. Documentation of any statements made in the appeal should be included, as appropriate.

All appeals must be submitted within 10 business days of the receipt of a suspension notice.

The Director of Financial Aid will review the appeal and will respond to the student within 10 business days from the receipt of the appeal. If the student's appeal is approved, the student will be placed on a financial aid probationary period for one term or for the duration of an academic plan developed by the student's advisor, as appropriate. The probationary period will be defined to include checkpoints that must be achieved in order for the student to remain eligible for financial assistance. Students failing to abide by the terms of their probationary period will be suspended from financial aid after their probationary period.

The decision of the Director of Financial Aid is final, binding, and not subject to further appeal.

Reinstatement of Financial Aid Eligibility

A student's eligibility for financial aid will be reinstated at such time as he or she successfully meets the standards of the SAP policy. It is the student's responsibility to present evidence to the Office of Financial Aid at the time he or she meets the requirements for reinstatement.

Withdrawing and Financial Aid**WITHDRAWING FROM THE UNIVERSITY**

Students wishing to withdraw in good standing from Adler University must follow the published policy of the Office of the Registrar. The Office of the Registrar is the designated office that a student must notify if he or she wishes to withdraw from the University. This withdrawal in good standing policy can be found in the Adler University Catalog.

FEDERAL REGULATIONS REGARDING WITHDRAWALS

For the purposes of this discussion, students taking a leave of absence are treated in an identical manner to those students who withdraw in good standing, who are administratively withdrawn, who are dismissed, or who unofficially withdraw from Adler University. The terms "leave of absence" and "withdrawal" are interchangeable throughout this policy.

Some coursework at Adler University is considered to be modular in nature. Modules exist when courses do not span the entire academic term. Online Campus students take modular coursework throughout their program. In the case of modular coursework, a student is considered to have withdrawn for Title IV aid purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless Adler University receives written confirmation from the student at the time of withdrawal indicating that he or she will resume attendance in the term no later than 45 calendar days after the end of the module the student ceased attending. If the student provides written confirmation that he or she will resume attendance within 45 days, and the student fails to return at that future date, the student is considered to have withdrawn for Title IV aid purposes. Please note that Online Campus courses are eight weeks long, which exceeds the 45-day limit.

TUITION REFUND POLICY

The tuition refund policy can be found in the Adler University Catalog. Please note that students may be found liable for tuition and fee amounts charged for the term in which they are withdrawing, and they may have limited eligibility for financial assistance to pay for those charges.

TITLE IV FUNDS INCLUDED

The following funds are considered Title IV assistance and are included in the calculations described below:

- Federal Direct Stafford Loans (Unsubsidized)
- Federal Graduate PLUS Loans

EARNED TITLE IV AID

Title IV funds are awarded to students under the assumption they will attend school for the entire period for which the aid is awarded. Upon withdrawing from Adler University, a student may no longer be eligible for the entire amount of Title IV aid he or she was awarded and/or received. The Adler University Office of Financial Aid is required to calculate how much of the Title IV assistance the student earned based on the period of time he or she remains enrolled for a particular term:

$(\text{Enrolled Days in Term} / \text{Total Days in Term}) = \text{Percent of Title IV Aid Earned}$

If students withdraw after 60 percent of the term has passed, they are considered to have earned all of their Title IV aid for that period.

POSTWITHDRAWAL DISBURSEMENT

If the amount of Title IV aid disbursed is less than the amount the student is eligible to receive, the student may receive a post-withdrawal disbursement to his or her tuition account at Adler University. If this post-withdrawal disbursement contains loan funds, the student may elect to decline these funds so he or she does not incur additional debt. The student will be notified in writing of any post-withdrawal disbursements he or she will receive. Adler University may automatically use all or a portion of a post-withdrawal disbursement (including accepted loan funds) for tuition and fees. The student must authorize Adler to use the post-withdrawal disbursement to cover all other charges on the student's account. If the student does not authorize the school to use these funds, they will be refunded to the student, and he or she will be responsible for the balance due.

There are some Title IV funds that the student may have been scheduled to receive that cannot be disbursed once the student has withdrawn because of other eligibility requirements. For example, a Stafford loan disbursement cannot be made if the student has not signed the appropriate promissory note for that program.

FAILURE TO EARN A PASSING GRADE IN ALL COURSES

Any student who begins classes at Adler, applies for financial aid, completes all of the requirements to obtain that aid, and then **fails to receive at least one passing grade for the term** may be treated as unofficially withdrawing from the University. For students in this situation, attendance records and academically related activity for the student will be reviewed with the course instructors to determine the withdrawal date. Grades of F and I are considered to be non-passing grades for the purposes of this policy.

REPAYMENT OF UNEARNED AID

If the amount of aid disbursed to the student is greater than the amount he or she is eligible to receive, this overage must be returned to the federal programs. If a balance is created on the student's tuition account, the student will be billed and is responsible for these charges. Students may also be required to return amounts that were given to them to use for living expenses for the term.

The student and/or Adler University may be responsible for returning the assistance. Adler University's share is the lesser of:

- The total amount of unearned aid, or
- The institutional charges for the term multiplied by the percentage of unearned aid.

In general, the student is responsible for returning any amounts of unearned aid in excess of the amount calculated above. Any loan amounts that must be returned must be repaid in accordance with the terms of that loan's promissory note (i.e., the student will make scheduled payments to the holder of the loan over a period of time).

QUESTIONS

Students with questions about this process should first call the Office of Financial Aid at 312.662.4150. Students with questions may also call the Federal Student Aid Information Center at 800.4.FEDAID. The Office of Financial Aid is open from 9 a.m. to 5 p.m. (CST) Monday through Friday, and the Federal Student Aid Information Center is open from 8 a.m. to midnight (EST) seven days a week. TTY users may call the Federal Student Aid Information Center at 800.730.8913. The Center also has information online at studentaid.gov.

INSTITUTIONAL REGULATIONS REGARDING WITHDRAWALS

All institutional grants for the withdrawal term will be reduced if they exceed the student's tuition charges for that term. If the student withdraws and all of the tuition is not refunded to him or her, any state or institutional grants received for that term can be used to help cover this expense, not to exceed tuition.

If the student has taken out a private loan for the withdrawal term and the student has a credit on his or her account after all other aid has been returned according to the regulations listed above, Adler University will return private loan funds to the student's lender. The amount returned will be the lesser of the credit amount on the student's tuition account or the total amount of the private loan for the term. Any remaining credit will be sent to the student in the form of a check from Student Accounts.

Financial Aid Disbursement Time Line

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 has disbursed. If a loan increase is required, students may request an increase via the financial aid self-service portal.

- Students attending the Chicago Campus are on a semester-based, 16-week term, and loans can be disbursed up to 10 days prior to the start of the term.
- Students attending the Online Campus are on a nonstandard, 32-week term, consisting of four 8-week classes. Loans can be disbursed at the end of the add/drop period of the first class in the nonstandard term.

Students who have financial aid in excess of their charges for the term will be issued a refund. Up to \$2,000 of this amount will be released to the student within the first 7 days of the term, assuming the student has completed all requirements to have his or her aid released. Any refund amounts that exceed the \$2,000 that is released within 7 days of the start of the term will be issued to the student within 14 days of the start of the term, assuming the student has completed all requirements to have his or her aid released.

Debt Management and Entrance/Exit Loan Counseling

Federal regulations stipulate that all students awarded Federal Direct loans must complete an online Entrance Loan Counseling session before their loans can be disbursed. Additionally, an Exit Loan Counseling session is required upon completion of a program or withdrawal from Adler University. Note that any student who enrolls in multiple degree programs at Adler University (such as a master's-level student who pursues a doctorate degree upon completion of the master's program) must complete Exit Loan Counseling upon completion of each program.

Recipients of federal financial aid must complete at least one debt-management activity prior to graduation. Using any of the below resources will satisfy the University requirement:

1. CashCourse includes a series of tools for students to develop strong money-management skills that can help with both personal and educational finances. These tools are funded by the National Endowment for Financial Education, so the information that is presented is “commercial free.” After registering with the site, click the “Assignments” button to see a couple of lessons that the Office of Financial Aid feels would be beneficial for any student loan borrower.
2. Financial Awareness Counseling at studentloans.gov uses your personal federal loan history to help you better understand the loans that you are using to finance your education at Adler University. In addition, it will give you valuable tips on managing your spending as a student and give you an indication of what to expect from loan repayment after graduation. To access Financial Awareness Counseling, log in to studentloans.gov with your FSA ID and select the “Complete Counseling” and “Start Financial Awareness Counseling” links.
3. The Office of Financial Aid hosts several Debt Management webinars over the course of the academic year. These webinars cover topics including wise borrowing, loan repayment, and budgeting basics. To view the schedule of upcoming sessions, please visit the Office of Financial Aid page on Adler Connect. If you would like to attend one of the webinars listed, please RSVP with the session information to financialaid@adler.edu.
4. Office of Financial Aid staff are always available to work with you one-on-one if you have questions regarding your federal student loans. You can call, email, or stop by with your questions. Our normal office hours are Monday through Friday from 9 a.m. until 5 p.m.

International Students

International students are eligible to apply for alternative loans. Alternative loans are approved based on credit ratings and typically require a cosigner 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.

NONDISCRIMINATION 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, creed, ancestry, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, pregnancy, childbirth, conditions related to pregnancy or childbirth, genetic information, citizenship status, military or veteran status—including unfavorable military discharge, record of arrest not leading to conviction, status as a victim of domestic violence, 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 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, for example, 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. Harassment includes (but is not limited to) name-calling, letters, jokes, email, cartoons, graffiti, pictures, posters, gestures, ethnic slurs, racial epithets, and other conduct aimed at a particular individual or group of individuals.

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, creed, ancestry, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical and mental disability, pregnancy, childbirth, conditions related to pregnancy or childbirth, genetic information, citizenship status, military or veteran status—including unfavorable military discharge, record of arrest not leading to conviction, status as a victim of domestic violence, 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 on 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 Nondiscrimination and Anti-harassment policy or federal, state, county, 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, county, 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 the reporting of violations of this Policy. If you believe you have been the subject of, or 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. The OHR's ability to investigate a complaint may be harmed if it is not made within a reasonable time period after the alleged occurrence(s). The OHR therefore strongly encourages complainants to contact the OHR as soon as possible, to the extent practicable, of the challenged conduct. The 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 the 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 Office of Student Affairs directly at 312.662.4141.

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

Please note that this Policy constitutes the University's Section 504 Grievance Procedure and that the 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 the OHR and to follow any other requirements of the Crime Reporting Clery 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 St., 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 or 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 the responsibility of 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 Nondiscrimination 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, due to the nature of the investigative process, 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, except that 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 St., Suite 2800
Chicago, IL 60661
312.353.2713

Illinois Department of Human Rights

James R. Thompson Center
100 West Randolph St., 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 St., Suite 1475
Chicago, IL 60661

ADMISSION POLICIES AND PROCEDURES – CHICAGO CAMPUS

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 communities and in the lives of the individuals and families 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 on successful completion of the undergraduate degree.

Applicants must submit the following:

- Adler University Application for Admission;
- Application fee (\$50.00);
- Statement of intent;
- Resume or curriculum vitae;
- Official transcripts from all colleges or universities attended;
- Three letters of recommendation accompanying the Adler University recommendation form; and
- Graduate Record Examination (GRE) scores.*

*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. Please contact the Office of Admissions for specific transcript evaluation requirements.

The Office of Admissions does not maintain student files for students who do not enroll by their intended start date. Supporting admission documents without a submitted application will be kept on file for one year.

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 6 to 12 months before their desired term of entry.

- Applicants seeking admission to the Doctor of Psychology (Psy.D.) program 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 their tuition

deposit no later than April 15, indicating their intent to matriculate for 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	December 1	February 15	August 15	Fall
Doctor of Couple and Family Therapy	December 1	February 15	August 15	Fall
Doctor of Philosophy in Counselor Education and Supervision	December 1	February 15	August 15	Fall
All M.A. programs (Chicago Campus)	February 1	April 1	August 15	Fall
Certificates	Rolling Admissions			All

Evaluation of Applicants

Completed applications will be reviewed by the Admissions Committee. Applicants who are approved by the Admissions Committee will then be scheduled for an interview with a member of the Adler 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 admission 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 their 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 that 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 an applicant before the stated deadline, the offer of admission will no longer be valid, and the applicant's file 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 deferment fee, and a statement indicating why they would like to defer their admission on file with the Office of Admissions. 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 Application Process – Chicago Campus section of the current catalog.

International Applicants

In addition to submitting a completed application, all transcripts from outside of Canada or the United States 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.

IELTS (ielts.org)

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

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 that jeopardizes the student's ability to remain in the United States 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 United States. 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.

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 students-at-large/non-degree seeking (SAL/NDS) students. 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 degree programs at other regionally accredited institutions bear the responsibility of verifying with their home institutions whether Adler University courses will be transferred back and accepted for credit.

Applicants for SAL/NDS status must submit a completed application, nonrefundable \$50 application fee, statement of intent, a resume or curriculum vitae, and official transcripts from all undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and applicants will not be allowed to register until they have been approved for admission as an SAL/NDS student.

Those admitted as SAL/NDS students may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the Adler University Catalog. Graduates of Adler University degree programs who are approved as SAL/NDS students 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 that 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. A student-at-large 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 students will not be required to pay an additional application fee for the admission application, but they 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 master's degree 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 does not guarantee admission to another program.

Master's degree students who wish to apply to a doctoral program are required to apply for admission as outlined in the Application Process – Chicago Campus section of the current catalog. 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 master's programs who have been accepted to a doctoral program must complete all requirements for their master's 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 (1) the length of time that has passed since the coursework was originally completed, (2) the grade earned in the course, (3) the performance evaluation completed by the student's advisor/supervisor, and (4) 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 in a degree program.

Transfer Credit

A student accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution within the last five years. Upon enrollment into a degree program, a review of the student's unique academic history will occur, and a determination about granting transfer credit 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 recognized and regionally accredited degree-granting institutions.
2. Completed course matches 80 percent 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 a master's program; a maximum of 24 credit hours may be transferred into the Doctor of Psychology (Psy.D.) in Clinical Psychology program; and a maximum of 39 hours may be transferred 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

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.

Application of the Attendance Policy

This policy establishes 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.

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.

In accordance with Title IX of the Education Amendments Act of 1972, the University does treat pregnancy (including, but not limited to, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom) and related conditions as a justification for which no penalty may be imposed for absences deemed medically necessary by the student's physician. Requests for excused absences related to pregnancy or related conditions should be directed to the student's instructor(s), and questions about Title IX should be directed to the University's Title IX Coordinator. Appropriate documentation from the student's physician specifying the length of absence needed for pregnancy or related conditions may be required in order to consider absences excused. At the conclusion of such excused absences, the student shall resume the status held at the time the absences began. Accommodations due to pregnancy or related issues may need to be made in situations where an extended leave is medically necessary.

Credit Hour Policy

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

Adler University's Chicago Campus 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 composed 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 per 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: These courses 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: 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 students to:

1. Adhere to all applicable University policies and procedures.
2. Uphold University rules applicable to conduct both in on-campus and off-campus settings, including clinical, field, internship, in-service, and other activities.
3. Abide by local, state, and federal laws.
4. Maintain academic honesty and integrity.
5. Comply with 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

Students in the Doctor of Psychology in Clinical Psychology (Psy.D.) program, please see the Psy.D. Program Policies Handbook for additional details on Academic Statuses, SDC referrals, and SCEC referrals.

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, WF, 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, WF, 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 reapply 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 Student Development Committee (SDC) is a standing committee within each academic department that monitors students' academic status and compliance with student responsibilities. The primary function of the SDC is to provide early and structured assistance to students in successfully completing their program.

The Registrar forwards to the appropriate departmental SDC at the beginning of each term a list of students who are no longer in academic good standing. When students breach one or more of the student responsibilities, any member of the Adler community may alert the appropriate SDC by submitting a Student Incident Referral Form (available online).

The SDC reviews the grade reports and incident forms, determines the level of severity of the concern, and directs the student to take remedial action. Depending on 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 SCEC 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 that 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 on 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 Student Planner and WebAdvisor. Students register online, and registration deadlines are published each term. Please consult the academic calendar for specific dates. Students who wish to take more than 15 credits within a semester must receive written approval from their Program Director.

Preregistration tools such as the catalog, advisement sheet, and the progress tab in Student Planner are great resources. 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. Students will incur the late registration fee for courses and exams added after the published add/drop period. A hold will be placed on the student's account until payment in full is submitted to Student Finance. 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, Half-Time, and Less-Than-Half-Time Statuses

CHICAGO CAMPUS PROGRAMS

To be considered full time, doctoral students must enroll in nine or more credit hours each term. Doctoral students enrolled in between five and eight credit hours each term are considered half time. Doctoral students registered for fewer than five credit hours are considered less than half time and are not eligible for federally funded financial aid.

Master's and certificate students must enroll in eight or more credits to be considered full time. Master's 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, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation courses 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, or doctoral dissertation continuation courses 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.

BLENDED PROGRAMS

Students enrolled in a 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 registered for practicum satisfy the requirement for full-time study and are eligible to receive Title IV funding and deferments.

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.

Course Drop

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 Student Planner and WebAdvisor.

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.

If a student decides to take a leave of absence (LOA) before the term starts or during the add/drop period, he or she is required to log onto Student Planner or WebAdvisor and drop all of his or her courses. Failure to do so will result in the student being charged the drop fee and/or tuition.

Course Withdrawal and Withdrawal Fail

After the published add/drop period of a semester, electronic approval via email from the student's Advisor or Program Director is required to withdraw from a course or exam with a "W" grade. 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 the Advisor or Program Director. Please consult the academic calendar for the deadline to withdraw from a class.

Students who stop attending class or request to withdraw from a course or exam after the published withdrawal grade (W grade) deadline will receive a "WF" or a final grade from the instructor that reflects the work completed and the work that was not 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.

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 Office of the Registrar. An LOA may be taken for up to three terms (one calendar year). The LOA form is located on the Registrar page on Adler Connect. Incomplete forms, including forms with missing signatures, will not be accepted by the Office of the Registrar.

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 or Office of Community Engagement prior to submission of the form to his or her 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.

LOA refers to the specific time period during a program when a student is not in active attendance. Students are strongly encouraged to check their Adler email account during their LOA. Students on an LOA are considered to have withdrawn for financial aid purposes, and their student loans will come due after any applicable grace period.

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.

If a student decides to take a LOA before the term starts or during the add/drop period, he or she is required to log onto Student Planner or WebAdvisor and drop all of his or her courses. Failure to do so will result in the student being charged the drop fee and/or tuition in accordance with the University's tuition refund policy.

Administrative Withdrawal

Once enrolled, students are expected to maintain good academic standing, meet all student responsibilities, 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, he or she 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. The Student Withdrawal form is located on the Registrar page on Adler Connect. 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.

If a student decides to withdraw from the University before the term starts or during the add/drop period, he or she is required to log onto Student Planner or WebAdvisor and drop all of his or her courses. Failure to do so will result in the student being charged the drop fee and/or tuition in accordance with the University's tuition refund policy.

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

The faculty plays an integral role in effective and responsible instruction and training in providing careful, detailed, timely, and thoughtful feedback and evaluation of students' work. The policies pertinent to grading, as outlined in the Adler University Catalog, are as follows:

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

CHICAGO CAMPUS

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
AU	Audit	N/A
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
TR	Transfer	N/A
W	Withdrawal	N/A
WF	Withdrawal Fail	N/A

Grade Scale

95 – 100%	A
90 – 94%	A-
85 – 89%	B+
80 – 84%	B
77 – 79%	B-
70 – 76%	C
60 – 69%	D
Below 59%	F

Only two grades of C (for all programs except the Psy.D. in Clinical Psychology), and no grades of D, F, NC, or AU may be counted toward completion of degree requirements. Psy.D. students who receive a grade of C or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Please see the Psy.D. Policies Handbook for additional details.

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.

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. Please see the academic calendar for dates. 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.

CREDIT/NO CREDIT

A grade of CR (credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminars, practicum seminars, practicum/internship requirements, qualifying examinations, the master's thesis, and the doctoral dissertation. A grade of NC (no credit) is assigned upon unsatisfactory performance in a 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.

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 Office of the Registrar.

Receipt of one or more incomplete grades may preclude a student 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.

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).

IN PROGRESS

A temporary grade of IP (in progress) can be given to students who are engaged in applied field experiences (e.g., practicum, internship). The IP will be removed from the transcript when the final grade has been posted. The maximum time frame to complete course requirements for an IP grade is the final date of the subsequent term.

TRANSFER

A grade of TR is awarded for transfer credit from external institutions. Please see the Transfer Credit policy for details regarding course transferability. Transfer credit grades are not used to calculate a student's cumulative grade point average. The TR grade is not utilized to calculate a student's academic standing or credit attempted.

WITHDRAW

A W grade indicates the student officially withdrew from a course with written permission of the student's Program Chair, Program Director, or Advisor through the allowed withdrawal period. Please see the academic calendar for dates. The grade W is not counted in a student's earned credit hours, nor calculated in the student's grade point average. A W grade impacts a student's time to completion for his or her degree program.

WITHDRAW FAIL

A grade of WF indicates withdrawal from a class without proper authorization and is also assigned for withdrawal after the approval deadline (see the academic calendar for dates), or when a student ceases attending. A course with WF is counted as attempted credit hours in the computation of academic standing and is calculated as an F in the student's grade point average.

Grade Corrections and Grade Appeals

A student may appeal a final course grade only for the following reasons:

- A. The faculty member violated a specific University rule or policy pertaining to grading, including refusal to discuss a grade with the student;
- B. The faculty member did not provide stated grading criteria and a grading scale, did not follow the stated criteria or grading scale, or applied either of them inconsistently;

- C. A clerical or administrative error was made in the process of recording or reporting the grade, and the faculty member has not corrected it;
- D. The faculty member did not report any grade for the individual student;
- E. The grade reflects discriminatory, biased, abusive, exploitive, or otherwise improper conduct toward the individual student.

GRADE APPEAL PROCESS

For the purpose of this procedure, “days” means academic/business days, not calendar days. Dates when classes are not in session will not count toward the time line. “Term” means the fall, spring, or summer academic term.

First Level: Appeal to the Faculty Member

A student who wishes to appeal a grade for any of the criteria listed above must first notify the instructor of record by email that he or she wishes to appeal. The email should explain the student’s reason(s) for questioning the final grade.

The deadline for a student to take the complaint to the faculty member is close of business on the 10th business day of the semester following the final grade being issued.

A student having a verbal discussion of an appeal related to any of the approved appeal criteria must follow up with an email to the instructor summarizing the basis of the appeal.

In most cases, the discussion between the student and the instructor should suffice to resolve the issue.

The instructor must respond in writing to the student, copying the Department Chair or Program Director, within five business days of the student’s email concerning the disputed grade.

Second Level: Appeal to the Department Chair/Program Director

If the student’s concerns remain unresolved after discussion with the instructor, or if the instructor does not respond, the student may submit a written Grade Appeal form according to the following process. The Grade Appeal form must be submitted within 10 business days of the response from the instructor.

A. Completion of the Grade Appeal Form, to include:

1. The criterion or criteria for the appeal (see A through E of the grade appeal criteria above);
2. The grounds for challenging the original grade;
3. A description of the remedy sought; and
4. Full documentation of the informal efforts to resolve the matter taken to date.

B. Submission of the completed Grade Appeal Form to:

1. Chair or Program Director responsible for the degree program; and
2. Instructor of record.

C. Departmental Review (within 20 business days of Grade Appeal form submission).

Upon receiving a Grade Appeal form, the Department Chair or Program Director will review the appeal documents, including the instructor’s response to the student, within the department or program.

The Chair or Program Director will determine the outcome of the appeal and communicate it to the student and the instructor. The departmental review process, terminating with notification from the Chair or Program Director, is to be completed within 20 business days of Grade Appeal form submission.

Departmental review may be governed to an extent by accreditation requirements applicable to the program.

Third Level: Appeal to Academic Affairs Grade Appeal Committee (*within 10 business days of departmental determination*)

If the departmental review process does not result in resolution of the student's concerns, the student has 10 business days after receiving the determination to direct the Grade Appeal form and all associated communications to the Grade Appeal Committee, a standing committee that provides a higher level of appeal beyond the department. The Grade Appeal Committee will deliver a decision within 20 business days of Grade Appeal form and documentation submission to them. The decision of the Grade Appeal Committee is final.

Active Duty Military

Adler will promptly readmit a service member returning from active duty with the same academic status and enrollment status, to the same program to which he or she was last admitted. (If that exact program is no longer offered, the student will be admitted to the program that is most similar to the former program, unless the student requests or agrees to admission to a different program.) The student will be readmitted with the same number of credit hours completed previously (unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable).

A student going on a military leave must give advance electronic or written notice of service to the University, and to be readmitted, a student must provide proper documentation as listed in 34 CFR 668.18 (g). For the Active Duty Military readmission policy to apply, the cumulative length of the absence and of all previous absences from Adler University by reason of service cannot exceed five years. A student must apply for readmission not later than three years after the completion of the period of service (unless a student is hospitalized and recovering from injuries suffered during service). Adler is not required to readmit a student, after undertaking reasonable efforts, if it determines that the student is not prepared to resume the program at the point where he or she left off.

When a student is readmitted to the same program, for the first academic year in which he or she returns, the student is assessed the tuition and fee charges that he or she was or would have been assessed for the academic year during which he or she left the University. However, if his or her veterans' education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, Adler will assess those fees as well.

TUITION AND FEES

Tuition

Tuition — Standard Master's Credit Hour	\$ 1,190
Tuition – Standard Doctoral Credit Hour	\$ 1,390
Tuition – Dissertation Credit Hour	\$ 1,390
Tuition – Doctoral Internship (per term)	\$ 1,390
Tuition – Doctoral Half-Time Internship (per term)	\$ 695
Tuition – Online Programs	\$ 855
Tuition – Master's Audit Credit Hour	\$ 595
Tuition – Doctoral Audit Credit Hour	\$ 695

Registration-Based Fees

Fee – Student Services Fees	\$ 295
Fee – Dissertation Defense	\$ 530
Fee — Liability Insurance for Practica, Internship, and Externship	\$ 80
Fee — Liability Insurance for Community Service Practica	\$ 50
Fee – Master's Clinical Qualifying Exam	\$ 1,190
Fee — CMHC Comprehensive Exam	\$ 1,190
Fee — Doctoral Qualifying Exam (DCFT-763)	\$ 1,390
Fee — DCES Candidacy Exam	\$ 1,390
Fee — PsyD Clinical Qualifying Exam (Assessment Competency)	\$ 600
Fee – PsyD Clinical Qualifying Exam (Intervention Competency)	\$ 600
Fee – PsyD Qualifying Exam (PSY-704)	\$ 300
Fee – PsyD Qualifying Exam (PSY-804)	\$ 300
Fee – Doctoral Dissertation Continuation	\$ 1,390
Fee – Preparation Course	\$ 235
Fee – Time2Track Utilization Fee (courses below)	\$ 40
MAT-677	\$ 40
CMHC-693	\$ 40
MACF-680	\$ 40
MACR-557	\$ 40
MASH-680	\$ 40
MCFT-664	\$ 40
MCFT-669	\$ 40
DCFT-751	\$ 40
DCFT-753	\$ 40
DCFT-765	\$ 40
DCFT-768	\$ 40
DCFT-771	\$ 40
DCES-851	\$ 40
PSY-760	\$ 40
PSY-860	\$ 40
PSY-920	\$ 40
PSY-923	\$ 40
PSY-926	\$ 40
PSY-960	\$ 40
SJP-513	\$ 40

Fee – AASP Membership Fee (courses below)	\$ 450
MASH-681	\$ 450
MASH-683	\$ 450
MASH-685	\$ 450
Fee – Practicum Continuation	\$ 80
Fee – Internship Continuation	\$ 80
Fee – Master’s Prerequisite	\$ 1,785
Fee – Doctoral Prerequisite	\$ 2,085
Fee – Master’s Professional Development Seminar	\$ 1,190
Fee – Doctoral Professional Development Seminar	\$ 1,390
Fee – Doctoral Dissertation Preparation Seminar	\$ 235
Fee – Doctoral Dissertation Proposal Continued	\$ 1,390
Fee – MACR Practicum & Seminar (MACR-557)	
Individual Supervision	\$ 450
Fee – CMHC Practicum & Seminar (CMHC-693)	
Individual Supervision	\$ 450

Lab/Testing Material Fees

Fee – MAT 521-Lifestyle & Career Development	\$ 30
Fee – COUN 629-Career Dev Theories & Interventions	\$ 30
Fee – PSY 600-Clinical Interviewing and Basic Skills	\$ 300
Fee – PSY 661-Integrative Assessment I	\$ 350
Fee – PSY 662-Integrative Assessment II	\$ 350
Fee – PSY 663-Integrative Assessment III	\$ 350
Fee – PSY 783-Advanced Child & Adolescent Assess	\$ 300

Degree Completion Fees

Fee – Continuing Ed Certificate Processing	\$ 50
Fee – Graduation Application	\$ 195
Fee – Late Graduation Fee	\$ 50
Fee – Clinical MA Degree Completion	\$ 50
Fee – Replacement Diploma	\$ 60

Admissions Fees & Deposits

Fee – Application for Admission	\$ 50
Deposit (nonrefundable) – Master’s Programs	\$ 300
Deposit (nonrefundable) – Doctoral Programs	\$ 500
Deferment Fee	\$ 500

Other Fees

Fee – Course Drop	\$ 70
Fee – Late Payment	2% of balance
Fee – Late Registration	\$ 410
Fee – Returned Check	\$ 70
Fee – Stop Payment	\$ 35
Fee – Transcript (Official)	\$ 10
Fee – Transfer/Waiver Credit Evaluation	\$ 55
Fee – UPASS	\$ 120
Fee – UPASS Replacement	\$ 50

Payment Information – Chicago Campus

METHODS OF PAYMENT

By Web: Finance Self-Service is the fastest and easiest way to pay tuition and fees at Adler University. MasterCard, Discover, American Express, Visa, and e-check payment methods are available through Finance Self-Service. Payments made through Self-Service will be assessed a convenience fee: 2.5% of the payment amount for credit card payments, and \$3.00 for e-check payments.

By Mail: 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.

Mailed payments must be received by the Office of Student Accounts by the scheduled due date. Please allow adequate time for mailing. Payments made by check or money order should be mailed to:

Adler University
ATTN: STUDENT ACCOUNTS
17 North Dearborn St.
Chicago, IL 60602

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 receiving financial aid funds are responsible for submitting payment for all tuition and fees that will not be covered by the amount of aid anticipated.

Payment plans (monthly installments) are available. Interested students can contact the Student Accounts Office for more information.

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 – Chicago Campus

Students who have officially withdrawn from the University, have withdrawn from specific courses, or have been administratively withdrawn may be entitled to a tuition refund to be paid within 14 business days of the processing of the withdrawal or drop. Please note that a drop fee will be assessed per course to all Chicago Campus student accounts regardless of the term week in which students drop. Refunds will be based on 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 Blended Programs

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

Summer Term – On-Campus and Blended Programs

End of 7th calendar day of the term (11:59 p.m. CST)	100%
End of 14th calendar day of the term (11:59 p.m. CST)	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 Office of the Registrar.

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

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 this catalog for more information.

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:

Master of Arts (M.A.) in:

- 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
- Public Policy: Community Health Concentration
- Public Policy: Human Rights Advocacy Concentration
- Public Administration: Sustainable Communities Concentration
- Public Administration: Criminal Justice Concentration

Certificate programs in:

- Substance Abuse Counseling
- Couple and Family Therapy

Doctor of Couple and Family Therapy

Doctor of Philosophy in Counselor Education and Supervision (Ph.D.)

Doctor of Psychology in Clinical Psychology (Psy.D.) with emphasis in:

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

MASTER OF ARTS IN COUNSELING: ART THERAPY

Program Overview

The Master of Arts in 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 1 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, he or she 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 Illinois. Students wishing to seek licensure outside 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.

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 Learning Objectives

1. To develop graduates who ethically assess, appraise, evaluate, and intervene with diverse populations, using multiple methods, including art therapy, counseling, and psychotherapy across many settings and in changing and evolving contexts.
2. To develop graduates who have mastered the scientific foundations of art therapy, counseling, and psychotherapy and who apply this knowledge to their work and who use research methods to understand human problems.
3. To train graduates to understand art therapy, counseling, and psychotherapy within a social and cultural context with the attitudes, knowledge, and skills needed to work professionally and ethically in a multicultural society.

4. To prepare graduates who are knowledgeable in the application of management, supervision, consultation, and education methods within the profession of art therapy, counseling, and psychotherapy, including knowledge and experience of managing, facilitating, and maintaining an art therapy open studio/practice and upon eligibility, managing and supervising others.
5. To develop graduates with the essential attitudes, knowledge, and skills to effectively engage in socially responsible practice and who can apply Adlerian theory, art therapy and counseling methods, and values in their work.

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. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- 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 artwork (15 examples in three or more different media) demonstrating competence with art materials is required to be presented at the admission interview.

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:

* MAT-510	Professional Development Seminar I	0 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
* MAT-515	Professional Development, Issues, and Ethics in Art Therapy, Counseling, and Psychopathology	3 cr.
MAT-517	Community Psychology	3 cr.
* MAT-518	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAT-519	Adlerian Theories and Integrative Interventions for Parents and Teachers	2 cr.
MAT-520	Introduction to Addictive Disorders	3 cr.
MAT-521	Lifestyle and Career Development	3 cr.
MAT-522	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
* MAT-523	Basic Skills for Psychotherapy and the Use of Art Therapy (with lab)	3 cr.

MAT-524	Research Methods in Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-525	Historical and Theoretical Perspectives of Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-526	Assessment and Appraisal in Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-527	Use of Art Therapy in Group Psychotherapy and Psychopathology	3 cr.
* MAT-650	Life Span Development in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-651	Sociocultural and Multicultural Approaches in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-652	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy I: Couples, Families, and Older Adults	3 cr.
* MAT-653	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy II: Trauma, Loss, Grief, and Bereavement	3 cr.
MAT-654	Neuroscience in Art Therapy, Counseling, and Psychotherapy: Special Populations	3 cr.
MAT-655	Studio Art in Therapy, Counseling, and Psychotherapy	3 cr.
MAT-656	Special Populations: Adaptive Methods in Art Therapy, Counseling, and Psychotherapy	2 cr.
MAT-667	Practicum Seminar in Art Therapy, Counseling, and Psychotherapy I	2 cr.
MAT-668	Practicum Seminar in Art Therapy, Counseling, and Psychotherapy II	2 cr.
MAT-677	Practicum in Art Therapy, Counseling, and Psychotherapy I	1 cr.
MAT-678	Practicum in Art Therapy, Counseling, and Psychotherapy II	1 cr.
MAT-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours Required: 63

* = Required before beginning art therapy practicum

MAT-669	Practicum Seminar in Art Therapy, Counseling, and Psychotherapy Continued	1 cr.
MAT-679	Practicum in Art Therapy, Counseling, and Psychotherapy III	1 cr.
MAT-610	Practicum Continued	0 cr.

If students need to register for either MAT-669 or MAT-679, their total credit hours will increase accordingly.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I & II.
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".
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: Art Therapy.

Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: (1) to assist community agencies in their work toward equity for all members of our community, and (2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

Clinical Practicum

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 9 - 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 into the summer term of their second year. They would then enroll in MAT-679: Practicum in Art Therapy, Counseling, and Psychotherapy III, which was developed for students who need more time for completion. The Master of Arts in Counseling: Art Therapy program can be completed in two years with a full-time course load over three terms for each of the two years. 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 Illinois. Students wishing to seek licensure outside of Illinois are strongly encouraged to research the requirements to sit for licensure for each state or province in which they wish to practice.

Master of Arts in Counseling: Art Therapy Course Descriptions

MAT-510 Professional Development Seminar I 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 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), 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.

MAT-518 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 and includes other integrative approaches. 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, and sociocultural dimensions in the individual's development and self-training; the selectivity of perception in the formation of one's worldview; the purposive nature of behavior; and 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. Art therapy and art-making through an Adlerian lens based on the work of Sadie Dreikurs is explored.

MAT-519 Adlerian Theories and Integrative Interventions for Parents and Teachers 2 Credits

Prerequisite: MAT-518 or MAT-402 or PCO-402 (may not be taken concurrently). This course provides an opportunity to develop child guidance, parenting knowledge and skills, as well as instruction and behavioral skills to be used by teachers in the classroom based up Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group or teacher training group. Students will receive supervision from Adlerian faculty as they lead or co-lead a parenting group or teacher training group in the community. This course demarcates Adler's

and Dreikurs' place in history with parenting and child guidance. Adlerian-based parenting programs and other therapeutic approaches are recognized as evidence-based programs. This course should not be taken in the first year of any program.

MAT-520 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 an 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 the tools needed 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.

MAT-521 Lifestyle and Career Development 3 Credits

Prerequisite: MAT-523 or MAT-472 or PCO-472. This course examines a person's career trajectory and dynamics within the context of the lifestyle. Students 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 lifestyle allows students to help clients with career decisions and transitions in the broader perspective of total personal development. This course examines career development and decision-making models and ethical counseling applications to diverse/multicultural client populations. Students select, administer, interpret, and evaluate a variety of art therapy-related (as well as counseling and psychotherapy-related) assessment instruments and utilize information for the purpose of educational and labor market information for the purpose of career planning and development. In addition, students develop and evaluate career services/programs for particular groups in school, agency, or business settings.

MAT-522 Biopsychosocial Bases of Health and Dysfunction for Counselors 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, 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.

MAT-523 Basic Skills for Psychotherapy and the Use of Art Therapy 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, artwork,

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 a multicultural society. The course covers theories, research, and best practices associated with ethical, multicultural, socially responsible, social justice, and wellness competencies. It also introduces brain research and neuroscience in art therapy and counseling theory and skills integration. This course emphasizes 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, and ageism with a focus on the management, administration, supervision, and consultation roles of clinical mental health counselors. Students are oriented to the principles of development, management, and efficacy 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 within clinical mental health agencies with a focus on art therapy in the community. This also prepares students for the practicum experience.

MAT-524**Research Methods in Art Therapy, Counseling,
and Psychotherapy****3 Credits**

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.

MAT-525**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 fields 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 professional response 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 it 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 that affect the practice of clinical mental health counselors are discussed.

**MAT-526 Assessment and Appraisal in Art Therapy, Counseling, 3 Credits
and Psychotherapy**

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 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 and 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 regarding professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

**MAT-527 Use of Art Therapy in Group Psychotherapy 3 Credits
and Psychopathology**

This course introduces students to the history, theory, methods, principles, and applications of group dynamics, as well as the developmental stages of groups. In addition, group members' roles and behaviors and the therapeutic factors of group work are discussed. Students have the opportunity to apply these principles through role-playing and 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, multimodal approach.

MAT-650 **Life Span Development in Art Therapy, Counseling, and Psychotherapy** **3 Credits**

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 counselors. Theories of psychological development and graphic development provide models for understanding human behavior across the life span. 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 life span. 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., enhances the overview of this course.

MAT-651 **Sociocultural and Multicultural Approaches in Art Therapy, Counseling, and Psychotherapy** **3 Credits**

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, and 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 that 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, as well as gaining an understanding of multicultural art therapy and counseling techniques that highlight sociocultural 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 regarding socially responsible professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

MAT-652 Theories and Methods of Intervention in Art Therapy, 3 Credits
Counseling, and Psychotherapy I: Couples, Families,
and Older Adults

The focus of this course is family dynamics and treatment strategies in culturally diverse families and varied family constellations including older adults. Readings, presentations, and art-based activities provide the class learning experiences. 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 life span 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 and 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.

MAT-653 Theories and Methods of Intervention in Art Therapy, 3 Credits
Counseling, and Psychotherapy II: Trauma, Loss, Grief,
and Bereavement

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.

MAT-654 Neuroscience in Art Therapy, Counseling, and 3 Credits
Psychotherapy: Special Populations

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 and executive-functioning skills such as working memory, symbolic process/symbol formation, reasoning, and 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 and 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 sociocultural 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.

MAT-655 Studio Art in Art Therapy, Counseling, and Psychotherapy 3 Credits

This course provides studio time to gain skills, develop visual art techniques, explore artistic creativity via materials and media in art therapy through visio-spatial and perception skills as they relate to counseling and psychotherapeutic health and wellness goal setting for clients. Students explore personal creativity in relation to the art therapy and counseling profession. An emphasis is placed on the process of materials and media involved in art-making as it relates to the profession of art therapy as well as how it is integrated within the realm of increased mental health and wellness is a focus of this course. Additionally, students share information about art-making techniques to expand each individual's repertoire of media and approaches. Art experientials that use symbolism, the formal elements of art, and the Expressive Therapies Continuum 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 also collaborate and consult within a peer and supervisory model in the planning, publicizing, staging, and execution of a studio art show that highlights their art made throughout the course.

**MAT-656 Special Populations: Adaptive Methods in Art Therapy, 2 Credits
Counseling, and Psychotherapy**

This course develops student competencies by utilizing conceptual frameworks and best practices for the appropriate selection and use of a wide range of art media, including processes and adaptive measures that incorporate medical art therapy and technology within special populations. These populations may include hematology; oncology; combat and moral injury with veterans; spinal cord injury; paralysis; hearing, sight, speech and movement impairments; and developmental delays. This course discusses intervention strategies based on the therapeutic effect of art-making, including benefits, limitations, and contraindications of art materials, as well as the medical and psychosocial aspects of disabilities in order to enhance the independence and quality of life for persons with behavioral, medical, and/or physical disabilities.

**MAT-667 Practicum Seminar in Art Therapy, Counseling, 2 Credits
and Psychotherapy I**

Prerequisite: Completion of a minimum of 27 credit hours of coursework, including MAT-510 or PCO-210 or MAT-210; MAT-511 or PCO-211; MAT-512 or PCO-212; MAT-523 or MAT-472 or PCO-472; MAT-525 or MAT-344; MAT-526 or MAT-345; MAT-527 or

MAT-346; MAT-518 or MAT-402 or PCO-402; MAT-650 or MAT-450; MAT-653 or MAT-453; concurrent with MAT-677; and consent of Chair and Director of Training required. This clinical practicum in an approved agency or institution requires 700 hours onsite with at least 350 hours in direct client contact. 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 counseling, psychotherapy, and 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 and mental health counseling. This seminar is designed to assist students in expanding their counseling knowledge and skills. 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 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 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 artwork 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.

**MAT-668 Practicum Seminar in Art Therapy, Counseling, 2 Credits
and Psychotherapy II**

Prerequisite: MAT-667. Corequisite: MAT-678. 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.

MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN CLINICAL MENTAL HEALTH COUNSELING

Program Mission

The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) program is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program and prepares skilled and socially responsible graduates who are culturally competent and socially aware to meet the needs of diverse communities. The program 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.

Program Overview

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 Social Justice Practicum (SJP), 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).

Program Objectives

1. Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials, and advocacy processes.
2. Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.
3. Human Growth and Development: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across life span.
4. Career Development: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.
5. Helping Relationships: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.
6. Group Work: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.

7. **Assessment:** Demonstrate knowledge of principles of testing and measurement, including statistical concepts, and apply them to individual and group assessment and evaluation.
8. **Research and Program Evaluation:** Describe and recognize the importance of research- and statistical-based methods, statistical needs assessment, and program evaluation to inform evidence-based practice of counseling.
9. **Clinical Mental Health Counseling:** Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling context including prevention, diagnosis, assessment, intervention, research, diversity, and advocacy roles.
10. **Adlerian Foundations and Principles:** Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.
11. **Social Justice/Social Responsibility:** Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.

Full-Time or Part-Time Learning Schedule

The class offerings are designed to meet the needs of students who desire a full-time, two-year or part-time, three-year learning schedule. Courses required for this program are offered in a variety of weekday, evening, weekend, online, and blended options, giving students the flexibility necessary to meet the demands of a busy life.

Licensure

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. Per the approval of the Illinois Department of Financial and Professional Regulation, graduates may be able to take the National Counselor Exam that 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 for a personal interview as the final step in the application process.

Degree Requirements

Core Courses

CMHC-510	Professional Development Seminar	0 cr.
CMHC-511	CMHC Professional Identity Seminar I	1 cr.
CMHC-512	CMHC Professional Identity Seminar II	1 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
*CMHC-531	Foundations of Clinical Mental Health Counseling	3 cr.
*COUN-532	Professional, Legal, and Ethical Issues in Counseling	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.
*CMHC-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.

Electives (3 Credit Hours)

Students are required to take an elective of a three-hour course. Students can take electives offered by the CMHC program as listed below; or they can choose a course from the Department Elective Menu, upon their faculty advisor's approval. Please note that not all the electives are offered at the same time; it depends on the offering cycle. Canadian students will need to take the thesis series as the elective should they plan to pursue doctoral studies in Canada.

CMHC-720	Child & Adolescent Counseling
CMHC-721	Technology Applications in Counseling
CMHC-722	Counseling Older Adults and Families

CMHC-688 Mind, Body, and Meditative Practices in Counseling

or

The thesis series below:

COUN-550	Preparation for Applied Thesis	1 cr.
COUN-551	M.A. Thesis I	1 cr.
COUN-552	M.A. Thesis II	1 cr.

Note: Students must choose the thesis option before the end of the fall semester of their first year term. Students will need to work with their faculty advisor during their first-year spring term with the expectation that the series will be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.

Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice 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

If students are unable to accrue the 600 required hours of internship upon completion of CMHC-698, then students will have to register for CMHC-697: CMHC Internship II Continuation.

*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.

Courses denoted with “#” are offered only on campus, in a 15-week 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 Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
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: Specialization in Clinical Mental Health Counseling.

Professional Practice and Field Training

SOCIAL JUSTICE PRACTICUM

The Social Justice Practicum (SJP) is a nonclinical and non-discipline specific experiential practicum. It occurs during the first year fall and spring terms for full-time students and second year fall and spring term for part-time students. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: (1) to assist community agencies in their work toward equity for all members of our community, and (2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum, students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

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 Adler University.

CMHC field training is composed of two phases that 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 of 100 hours of fieldwork, 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 of fieldwork, 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. 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.

During the academic year, the Director of Clinical Training will assist students with the application process prior to the actual field placement. Adler 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 connect.adler.edu or from the program faculty advisor and program director.

Counselor Preparation 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.

Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling Course Descriptions

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 University's mission, degree requirements, social justice/advocacy externship experience, and CMHC practicum and internship will be discussed.

CMHC-511 **CMHC Professional Identity Seminar I** **1 Credit**

Prerequisite: CMHC-510. This seminar continues to facilitate the development of a counselor identity. It also assists in preparing students for clinical practicum and internship. It facilitates students' experiential and reflective learning during their social justice practicum and develops their advocacy competency.

CMHC-512 **CMHC Professional Identity Seminar II** **1 Credit**

Prerequisite: CMHC-511. This seminar further develops students' professional counselor identity and prepares students for transition into clinical field training. In addition, this seminar continues to be an integral part of their social justice practicum and to further their advocacy competency as professional counselors. This focus includes an understanding of the unique qualities and clinical skills of a professional counselor, the scope of practice, and state licensing laws. The seminar also emphasizes the importance of membership and ongoing participation in national and state professional associations, such as the American Counseling Association (ACA) and the Illinois Mental Health Counselors Association (IMHCA).

CMHC-531 **Foundations of Clinical Mental Health Counseling** **3 Credits**

This course orients students to the nature and history of clinical mental health counseling and the role of counselors in relation to different service delivery modalities, other mental health professionals in the community, mental health services agencies, and organizations. Students will be introduced to crisis intervention models and associated responses to clients' mental health needs during crises, disasters, and other traumatic events will also

be discussed. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and it 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 clients' mental health. In addition, ethical and professional issues that affect the practice of clinical mental health counselors will be discussed.

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.

CMHC-635 Advanced Clinical Mental 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.

CMHC-693 CMHC Practicum and Seminar 2 Credits

CMHC Practicum provides a forum for students to attain supervised clinical experience in which the students develop basic counseling skills and integrate 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 (CMHC-694).

CMHC-694 CMHC Internship and Seminar I 2 Credits

Prerequisite: CMHC-693. Following 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.

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. At the conclusion of both the practicum and internship, students should be able to demonstrate competencies that enable them to be 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.

CMHC-699 **CMHC Internship and Seminar II Continuation** **0 Credits**
Prerequisite: CMHC-698. Students are required to register for this course should they not be able to meet the 600-hours requirement with a minimum of 240 direct service hours during CMHC-698. This seminar will continue to provide students with support, faculty supervision, and peer consultation opportunities. At the conclusion of the internship, students should be able to demonstrate competencies enabling them to be clinically, culturally, ethically, and socially responsible entry-level practitioners. There is a fee associated with this course. Students will need approval from the Director of Training or the Program Director to register for this course.

CMHC-995 **CMHC Comprehensive Examination** **0 Credits**
Prerequisite: Completion or near completion of all CMHC program requirements. The CMHC Comprehensive Examination consists of the Counselor Preparation Comprehensive Examination (CPCE).

Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling Program Electives 2016–2017

CMHC-620 **Child & Adolescent Counseling** **XX Credits**
This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While an overview orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including play therapy, problem-focused cognitive and behavioral techniques and the interface with group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as cultural frameworks that impact intervention.

CMHC-721 **Technology Applications in Counseling** **XX Credits**
This course will cover best practices in employing a technology to enhance behavioral health and counseling. Topics include an introduction to the health informatics field, telehealth, computer-assisted testing and counseling software, and distance counseling.

CMHC-722 **Counseling Older Adults and Families** **XX Credits**
This advanced course examines the developmental, historical, and social perspectives of aging. This course will also examine the impact of aging on family dynamics and relationships, including intergenerational issues, and the crises or transitions experienced throughout the family life cycle. The course also addresses individual and family counseling, cultural diversity, ageism, caregiving, social justice advocacy, and innovative approaches in promoting positive emotional and cognitive well-being. The course includes discussions on viewing older adults in a holistic perspective and the role of families and healthcare professionals in the care of older adults.

CMHC-688 **Mind, Body, and Meditative Practices in Counseling (elective)** **XX Credits**

This course provides an introduction to mindfulness and other meditative and mind-body approaches to counseling. The course focuses on theory, technique, and practice. No prior experience with meditation is required, though students must be willing to practice selected techniques daily throughout the semester, as meditative and mind-body techniques cannot be learned through description alone. The class will cover a range of approaches, including mindfulness approaches, yoga, and sensorimotor approaches.

Counseling Course Descriptions

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.

COUN-532 **Professional, Legal, and Ethical Issues in Counseling** **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 sociocultural 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.

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, multiaxial 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.

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.

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, identifying a second reader, and developing 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.

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.

COUN-552 M.A. Thesis II 1 Credit

Prerequisite: COUN-551. 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.

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 counselors.

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 professional counseling. Major research designs including both quantitative and qualitative methods will be explored. Research procedures, such data collection, sampling, and data analysis, and issues related to validity, reliability, and limitations of different approaches will be discussed. In addition, the course will survey the history and development of program evaluation and provide an introduction to needs assessment in regard to program development, 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. Students will be introduced to a variety of formal and informal assessment tools and instruments. 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.

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 (online, 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.

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 an overview of treatment delivery systems and alternative treatment settings (e.g., 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.

MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN FORENSIC PSYCHOLOGY

Program Mission

The Master of Arts in Counseling: Specialization in Forensic Psychology (MACF) prepares students to apply theory and foundational counseling skills as well as to be knowledgeable regarding forensic psychology principles and contexts. The program offers traditional graduate degree training coupled with an emphasis on education and training of socially responsible practitioners who embrace diversity and seek to empower forensic populations through counseling and advocacy. 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, organizations in both the public and private sectors, and forensic services. The specialization in forensic psychology consists of specialized coursework in forensic evaluation and treatment in all four areas of forensic populations, including criminal, civil, corrections, and first responders. The program will foster the development of social equality, justice, and respect for individuals who have experienced involvement in forensic arenas.

The MACF program combines rigorous academic instruction with a foundation in theories and methods of counseling and counseling techniques with clinical field placements through which students receive hands-on experience under the supervision of licensed professionals.

Program Outcomes

1. Professional Orientation and Ethical Practice. Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials, and advocacy processes.
2. Social and Cultural Diversity. Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.
3. Human Growth and Development. Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across the life span.
4. Career Development. Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.
5. Helping Relationships. Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, crisis intervention services.
6. Group Work. Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.
7. Assessment. Demonstrate knowledge of principles of testing and measurement, including statistical concepts, and apply them to individual and group assessment and evaluation.
8. Research and Program Evaluation. Describe and recognize the importance of research- and statistical-based methods, statistical, needs assessment, and program evaluation to inform evidence-based practice of counseling.

9. Adlerian Foundations and Principles. Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.
10. Addictions Counseling: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services. Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling context including prevention, diagnosis, assessment, intervention, research, diversity, and advocacy roles.
11. Social Justice/Social responsibility. Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.
12. Forensic Counseling and Practice. Demonstrate skills and competencies necessary for working with clients in the forensic systems and settings including the ability to identify cultural, political, social and economic influences that impact client work; identify the role of aggression, violence, and social deviance as it relates to counseling in forensic populations; apply knowledge and skills in legal proceedings and relate psychological issues of trauma and victimology regarding this population.

Program Overview

The MACF program consists of:

- A comprehensive theoretical curriculum (counseling, forensic specialties, 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 providers, students are able to complete their clinical training in a variety of settings.
- A Social Justice Practicum (SJP), a 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 a blended online format that includes two weekends.

Licensure

Graduates are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in 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 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 for a personal interview as the final step in the application process.

Degree Requirements

Core Courses

MACF-500	MACF Professional Development Seminar	0 cr.
MACF-518	MACF Professional Identity Seminar I	1 cr.
MACF-519	MACF Professional Identity Seminar II	1 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 and Victimology: Theory, Practice, & Advanced Counseling Skills	3 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* COUN-532	Professional, Legal, and Ethical Issues in Counseling	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	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.

Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
MACF-680	MACF Counseling Practicum and Seminar	2 cr.
MACF-681	MACF Counseling Internship and Seminar I	2 cr.
MACF-683	MACF Counseling Internship and Seminar II	2 cr.

If students do not complete their required practicum or internship hours in MACF-680, MACF-681, or MACF-683, then they will need to register for one of the following continuation courses:

MACF-684	MACF Counseling Internship and Seminar Continued	0 cr.
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Electives (3 Credit Hours)

Students are required to take an elective of a three-hour course. Students can take electives offered by the MACF program as listed below; or they can choose a course from the Department Elective Menu, upon faculty advisor's approval. Please note that not all the electives are offered at the same time; it depends on the offering cycle. Canadian students will need to take the thesis series as the elective should they plan to pursue doctoral studies in Canada.

Elective Options

MACF-715	Forensic Psychology for Law Enforcement	3 cr.
MACF-716	Sex Offender Treatment, Theory, and Practice	3 cr.
MACF-717	Psychology of Juvenile Justice Populations	3 cr.

or

Thesis Series:

COUN-550	Preparation for Applied Thesis	1 cr.
COUN-551	M.A. Thesis I	1 cr.
COUN-552	M.A. Thesis II	1 cr.

Total Credit Hours Required: 64

Note: Students must choose the thesis option before the end of the fall semester of their first year term. Students will need to work with their faculty advisor during their first-year spring term with the expectation that the series will be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.

MACF-995	MACF Comprehensive Examination (CPCE)	0 cr.
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*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.

Grade Requirements for Prerequisites

1. Courses denoted with an asterisk are practicum prerequisites.
2. Students are expected to complete all the practicum/internship prerequisites before they are allowed to participate in field training. These eight courses are considered foundational for the other courses in the program. Thus, students are required to earn a B or above in each of these courses. Should students fail to earn the appropriate grade in any of these courses, they have to retake the courses and receive a B or better grade by the time the practicum begins.

Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and a minimum of 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
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 Counselor Preparation Comprehensive Exam (CPCE).
6. Successful completion of an M.A. thesis for students interested in license eligibility in Canada.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling: Specialization in Forensic Psychology degree.

Professional Development and Field Training

Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: (1) to assist community agencies in their work toward equity for all members of our community, and (2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity.

During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJP presentation at the Annual

Community Engagement Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

Professional Practice and Field Training

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 Adler University.

MACF counseling field training is composed of two phases that 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 of 100 hours of fieldwork, 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 of fieldwork, consisting of 240 direct client hours of various services, including but not limited to individual and group counseling, assessment, and intake assessments.

“Practicum” is defined as a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship; 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 faculty advisor and training professor 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 the 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 connect.adler.edu, or from the program faculty advisor or Program Director.

Counselor Preparation Comprehensive Examination

It is one of the graduation requirements for MACF students to successfully complete a 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.

Master of Arts in Counseling: Specialization in Forensic Psychology Course Descriptions

- MACF-500** **MACF 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 forensic psychology, issues of diversity as it relates to the field and students' personal and professional growth, and an overview of ethical codes (ACA and APA) and professional standards of counseling. This course will also assist in orienting and preparing students for the Social Justice Practicum.
- 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.
- 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.
- 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.
- 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 it 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.
- MACF-715** **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.

MACF-716 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 sociocultural aspects of sex offenses and their impact on society.

MACF-717 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 youth populations impact their growth and adversely influence behavior. The laws and the impact of systemic influences will be stressed, as well as the sociocultural aspects of juvenile offenses and the impact on community. Appropriate treatment models for use in juvenile justice settings will also be reviewed.

MACF-518 MACF Professional Identity Seminar I 1 Credit

Prerequisite: MACF-500. This one-hour, once-a-week seminar is required of all Adler students in their second semester. 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 forensic psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of ethical codes (ACA; APA) and professional standards of counseling. This course will also assist in orienting and preparing students professional practice.

MACF-519 MACF Professional Identity Seminar II 1 Credit

This one-hour, once-a-week seminar is required of all Adler students in their third semester. 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 forensic psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of ethical codes (ACA; APA) and professional standards of counseling. This course will also assist in orienting and preparing students professional practice.

MACF-680 MACF Counseling Practicum and Seminar 2 Credits

This course provides a forum for students to obtain supervised clinical experience in which students develop basic counseling skills and integrate 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).

MACF-681 MACF Counseling Internship and Seminar I 2 Credits

Prerequisite: MACF-680. Following practicum completion, 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.

MACF-683 MACF Counseling Internship and Seminar II 2 Credits

Prerequisite: MACF-681. This is a continuation of students' internship experience with the goal to complete the 600-hours requirement. At the conclusion of the practicum and internship, students should be able to demonstrate competencies that enable them to be 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.

MACF-684 MACF Counseling Internship and Seminar Continuation 0 Credits

Prerequisite: MACF-683. This course should only be taken after a student has registered for and completed all clinical training degree-related requirements but still has remaining time in the practicum/internship contract. Master's-level students are most likely to enroll for this course in the summer II term after enrolling in MACF practicum/internship seminar in the fall, MACF internship and seminar II in the spring, and MACF internship and seminar III in summer I term. Students who register for this course must also pay the liability fee associated with practicum/internship training.

MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN REHABILITATION COUNSELING

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 in the broadest possible sense, 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 minimum) 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 Social Justice Practicum (SJP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.

Program Objectives

1. Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor and rehabilitation counselor credentials; demonstrate commitment to ongoing professional development.
2. Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies, including respect for individuals with disabilities. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.
3. Human Growth and Development: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan.

4. Career Development and Vocational Rehabilitation: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations; articulate the psychosocial impact of disability on work and work roles; identify strategies to promote inclusion of people with disabilities in the workforce.
5. Helping Relationships: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services, help clients/consumers identify strategies for self-awareness and self-development
6. Group Work: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling and rehabilitation counseling.
7. Assessment: Demonstrate knowledge of principles of testing and measurement, including statistical concepts, and apply them to individual and group assessment and evaluation; consider the impact of gender, ethnicity, disability, and environmental factors on assessment results.
8. Research and Program Evaluation: Describe and recognize the importance of research- and statistical-based methods, statistical needs assessment, and program evaluation to inform evidence-based practice of counseling and rehabilitation counseling.
9. Clinical Mental Health and Rehabilitation Counseling: Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling and rehabilitation counseling context including health promotion, diagnosis, assessment, intervention, research, diversity, and advocacy roles.
10. Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.
11. Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.
12. Critical Thinking and Disability: Maintain a critical, questioning, and exploratory attitude toward issues of disability; demonstrate awareness of the complexity involved in issues of disability including medical/psychosocial aspects of disability, the person and environment interaction, attitudinal issues, and social systemic impact on services provided to persons with disabilities.
13. Individual Differences: Demonstrate an awareness of the ethical issues related to enhancing personal development, decision-making abilities, and quality of life for individuals with disabilities; articulate the value of client/consumer empowerment, choice, and personal responsibility in the rehabilitation process.
14. Advocacy and Disability: Demonstrate awareness and understanding of community resources available to address issues related to disability challenges of clients; identify methods to work collaboratively with individuals with disabilities, and within communities, to advocate for services and resources for individuals with disabilities.

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 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 crrcertification.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 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.
MACR-511	Rehabilitation Counseling Professional Identity Seminar I	1 cr.
MACR-512	Rehabilitation Counseling Professional Identity Seminar II	1 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 in Counseling	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	Couple 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, and Case Management in Rehabilitation Counseling	3 cr.
MACR-639	Individual Appraisal and Assessment Methods in Rehabilitation Counseling	3 cr.
MACR-642	Career Development, Vocational Rehabilitation, and Job Placement	3 cr.

Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice 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.

Electives (3 Credit Hours)

Students are required to take an elective of a three-credit hour class. Students can take a course from the Department Elective Menu, upon faculty advisor's approval. Canadian students will need to take the thesis series below as the elective if they plan to pursue doctoral studies in Canada.

The thesis series as the elective:

COUN-550	Preparation for Applied Thesis	1 cr.
COUN-551	M.A. Thesis I	1 cr.
COUN-552	M.A. Thesis II	1 cr.

Note: Students must choose the thesis option before the end of the fall semester of their first-year term. Students will need to work with their faculty advisor during their first-year spring term with the expectation that the series will be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.

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 Social Justice Practicum I & II.
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 Graduation Application and full payment of all outstanding tuition and fees.

Professional Development and Field Training

SOCIAL JUSTICE PRACTICUM (SJP)

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: (1) to assist community agencies in their work toward equity for all members of our community, and (2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

REHABILITATION COUNSELING PRACTICUM AND INTERNSHIP

Professional practice is a key element of the training of a student to become a professional counselor and rehabilitation 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 Adler University.

The MACR field training is composed of two phases: a 100-hour minimum practicum and a 600-hour minimum internship. These typically both take place at the same site. The University has a pool of approved training sites in various settings and service themes, with emphasis on providing service to individuals with disabilities.

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 the 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 MACR Director of Training will assist students with the application process during the academic year prior to the actual field placement. Details about the requirements and application process for the MACR practicum and internship can be found in the Adler University MACR Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at connect.adler.edu or from your academic advisor or Program Director.

Master of Arts in Counseling: Specialization in Rehabilitation Counseling Course Descriptions

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.

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.

MACR-510 Professional Development Seminar 0 Credits

This seminar will provide students with an orientation to the profession, including an overview of the ethical codes and professional standards in counseling and rehabilitation counseling. In addition, advisement and mentoring around Adler's mission, degree requirements, social justice/advocacy externship experience, and MACR practicum and internship are included.

MACR-511 Rehabilitation Counseling Professional Identity Seminar I 1 Credit

Prerequisites: MACR-510. This professional identity seminar examines the roles and functions of rehabilitation counselors. Issues of diversity related to students' personal and professional growth are addressed. The roles of rehabilitation counselors as socially

responsible practitioners embracing social justice and advocacy are explored. In addition, participation in professional associations to further education and advocacy is examined.

MACR-512 Rehabilitation Counseling Professional Identity Seminar II 1 Credit

Prerequisites: MACR-511. This continuation of professional identity seminar extends discussion of systemic barriers and attitudinal issues that limit full access and participation for marginalized individuals. Critical thinking approaches about what constitutes socially responsible practice are explored. Applications for empowering individuals with disabilities, at the intersection of individual and community, are considered. In addition, advisement and mentoring around Adler's mission with a focus on social justice and advocacy continues.

MACR-557 MACR Practicum and Seminar 2 Credits

Prerequisites: MACR-500, CMHC-531, COUN-532, COUN-533, COUN-534, COUN-535, COUN-536, COUN-540. Practicum and seminar provides students engaged in clinical training with an opportunity to discuss professional development; students receive individual and group supervision. Specific cases that students are working on in practica are discussed to illustrate general principles of rehabilitation counseling, and counseling and intervention, with a focus on service delivery to individuals with disabilities. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical rehabilitation counseling. In practica, students complete a minimum of 100 hours of field training, of which at least 40 hours is in direct service.

**MACR-638 Advocacy, Community Outreach, and 3 Credits
Case Management 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 will be a discussion of the process of policy analysis, development, and implementation and the potential roles that rehabilitation counselors can play in influencing this process. Techniques for empowering individuals with disabilities and their families as well as community organizations 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: MACR-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.

MACR-657 MACR Internship and Seminar I 2 Credits

Prerequisite: MACR 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 that 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.

MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN SPORT AND HEALTH PSYCHOLOGY

Program Mission

The Master of Arts 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 individuals 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 within 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 address 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 mental skills training programs. The MASH program offers the best features of traditional graduate degree training programs coupled with Adler University's emphasis on education and training in socially responsible practice.

The Master of Arts 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 individuals 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 within health promotion programs, high school and university counseling centers, amateur and professional sport programs, physical rehabilitation centers, community health and recreation agencies, retirement communities, as well as 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 address 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 and character-building programs. The MASH program offers the best features of traditional graduate degree training programs coupled with Adler University's emphasis on 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 (NCC) credentialing by the National Board of Certified Counselors (NBCC). This provides students with the opportunity to take the National

Counselor Examination (NCE) before graduation. Upon degree completion, students can submit their passing NCE scores to the Illinois Department of Professional and Financial Regulation (IDFPR) 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. Although this degree program satisfies the current academic and pre-degree training requirements for the Licensed Professional Counselor (LPC) credential in 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 in which they intend to practice and plan their curriculum accordingly. Links to state and provincial credentialing boards can be found on the website of the American Counseling Association (counseling.org).

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).

Program Overview

The Master of Arts in Counseling: Specialization in Sport and Health Psychology consists of:

- A comprehensive theoretical curriculum (counseling, Adlerian foundations, and sport and health psychology) and supervised field experiences totaling 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.
- The Social Justice Practicum, a social responsibility immersion experience created to develop an identity as social justice advocates and agents of social change in graduates.
- A 300-hour sport and health psychology externship field training experience is required for graduation. In order to earn Provisional CC-AASP credentialing, students need to earn 400 pre- or post-graduation field hours. Students are encouraged to obtain the additional 100 hours either before their graduation or in their postgraduate externship in MASH 686: Advanced Sport and Health Psychology Externship and Seminar. The sport and health psychology externship training experience will be facilitated by Adler faculty who have earned CC-AASP credentialing.

Program Objectives

1. Professional Practice in Sport and Health Psychology: Demonstrate application of sport psychology-specific content and competencies for sport and exercise clients, which include effective case conceptualization, workshop and consultation, team-building initiatives, application of sport and health psychology principles to sport performance issues, as well as exercise adoption, adherence, and maintenance challenges.
2. Professional Orientation and Ethical Practice in Professional Counseling: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials, and advocacy processes.

3. Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling and sport and health psychology.
4. Human Growth and Development: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across life span.
5. Career Development: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.
6. Helping Relationships: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.
7. Group Work: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.
8. Assessment: Demonstrate knowledge of principles of testing and measurement, including statistical concepts, and apply them to individual and group assessment and evaluation.
9. Research and Program Evaluation: Describe and recognize the importance of research- and statistical-based methods, statistical needs assessment, and program evaluation to inform evidence-based practice of counseling.
10. Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.
11. Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.

Instructional Modality

This program is designed for students to complete on a full-time basis. Students who seek a part-time schedule should consult with the Program Director.

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 in Counseling	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	Cognitive Behavioral Approaches in Sport and Health Psychology	3 cr.
MASH-542	Appraisal of Individual Differences in Sport and Health Psychology	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-645	Critical Evaluation of Contemporary Issues in Sport and Health Psychology	3 cr.
MASH-646	Cognitive Affective Bases of Behavior in Sport and Health Psychology	3 cr.

Field Training and Seminars

MASH-501	Applied Sport and Health Psychology Professional Preparation Seminar I	1 cr.
MASH-502	Applied Sport and Health Psychology Professional Preparation Seminar II	1 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice 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.
MASH-995	MASH Comprehensive Examination (CPCE)	0 cr.

Elective (Choose one from list below) 3 cr.

Electives (3 credit hours)

Students are required to take an elective of 3 credit hours. If students do not have an upper-level undergraduate exercise physiology, biomechanics, or kinesiology course (as required by standard C3 of AASP Certification) students must take MASH-643: Exercise Physiology as their elective.

MASH-643 Exercise Physiology 3 cr.

Additional Sport and Health-specific electives include:

MASH-647 Exercise Psychology 3 cr.

MASH-648 Business Development in Sport & Health Psychology 3 cr.

Students can also choose one of the classes from the Department Elective Menu. Canadian students who plan on pursuing doctoral studies after graduation will need to take the thesis series below.

COUN-550 Preparation for Applied Thesis 1 cr.

COUN-551 M.A. Thesis I 1 cr.

COUN-552 M.A. Thesis II 1 cr.

Note: Students must choose the thesis option before the end of the fall semester of their first-year term. Students will need to work with their faculty advisor during their first-year spring term with the expectation that the series will be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.

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 Social Justice Practicum I & II.
4. Satisfactory completion of at least 300 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 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: Specialization in Sport and Health Psychology.

Professional Practice and Field Training

SOCIAL JUSTICE PRACTICUM (SJP)

The Social Justice Practicum (SJP) is a nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms of the first year of the program. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: (1) to assist community agencies in their work toward equity for all members of our community, and (2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

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 Adler University.

MASH Counseling field training is composed of two phases that 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 of 100 hours of fieldwork, 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 fieldwork, consisting of 240 direct client hours of various services, including but not limited to individual and group counseling, assessment, and intake.

The practicum is completed prior to internship; 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 Clinical Training Director and MASH program faculty will assist students with the application process during the academic year prior to the actual field placement. Adler University has a pool of approved training sites in various mental health settings and service themes. Details about the requirements and application process for 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 connect.adler.edu or from the program faculty advisor or Program Director.

Sport and Health Externship

Students will complete an externship (minimum of 300 hours) in a setting that allows them to focus on the delivery of sport and health psychology services. The externship experience involves students providing sport- and health-related consulting while having the 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 athletes, teams, coaches and exercisers, allowing students to acquire a professional identity in the field. The MASH Training Coordinator will assist students with the externship application process that is outlined in the MASH Externship Handbook. A copy of this manual may be downloaded from the Adler Connect portal at connect.adler.edu or from the MASH Training Coordinator or Program Director.

Counselor Preparation Comprehensive Examination

A graduation requirement for all MASH students is to successfully complete a 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 Board of Certified Counselors. 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.

CC-AASP Credentialing Requirement

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. Graduates may, for example, assist with exercise adherence, communication, teamwork, performance enhancement, or program development and evaluation.
- Teaching participants specific mental training, behavioral, psychosocial, and emotional skills for sport, exercise, and physical activity contexts. They might, for example, focus on relaxation or the use of imagery.

Two separate mentored experiences are required for master's-level CC-AASP Credentialing: (1) Provisional and (2) Full Certification.

Provisional CC-AASP Credentialing requires a 400-hour mentored experience to be completed prior to applying for certification. Three hundred of these 400 hours are required for degree completion within the program. Students are advised to obtain the 400 hours during the program; however, if students do not acquire the hours, they can obtain the

additional hours post-graduation. To be considered for CC-AASP Provisional Status, students must complete the following:

1. Acquire a minimum of 400 total hours of mentored experience spent in preparation and delivery of sport or health psychology services. Note that only 20 percent (80 hours) of the total 400 certification hours can be preparation hours.
2. Consult a minimum of 100 of the total hours with individuals or groups in athletic or exercise settings.
3. Obtain a minimum of 40 of the total hours in mentorship from a certified CC-AASP mentor.

Full CC-AASP Credentialing requires an additional 300-hour mentored experience to be completed after being approved for provisional certification. To be considered for Full CC-AASP Certification, applicants must:

1. Acquire a minimum of 300 total hours of mentored experience spent in preparation and delivery of sport or health psychology services.
2. Consult a minimum of 75 of the total hours with individuals or groups in athletic or exercise settings.
3. Obtain a minimum of 30 of the total hours in mentorship from a certified CC-AASP mentor.

For graduates looking to obtain provisional and/or full credentials as an AASP Certified Consultant, advanced training is available for those who have completed the MASH program in the last three years. The advanced training consists of the graduate providing sport and/or health psychology consulting services at either (a) a placement of the graduate's choice or place of employment or (b) the graduate receiving an externship field placement through Adler and the MASH Program. In addition, an Adler faculty member certified by AASP (CC-AASP) will mentor the graduate. Graduates enroll in one advanced training course, MASH-686: Advanced Sport Psychology Externship and Seminar (two credits).

If students choose not to participate in the Postgraduate Advanced Training in Applied Sport Psychology, they should consider having a total of 400 hours of externship while they are in the program. However, students can obtain their Provisional and/or Full Certification hours post-graduation, either in the advanced-graduate training offered through Adler or by working with a CC-AASP Mentor to oversee their field experiences. Available CC-AASP Mentors can be found on the AASP website at appliedsportpsych.org/certified-consultants/mentoring/cc-aaspmentors.

Postgraduate Advanced Training in Applied Sport Psychology

Optional postgraduate training is designed to provide Adler graduates with 300-plus post-degree hours required for the Association for Applied Sport Psychology Provisional and Full Certification (CC-AASP). Students who did not obtain their 400 Provisional CC-AASP hours during their degree program may complete their remaining hours during the Postgraduate Advanced Training in Applied Sport Psychology experience through the following course:

MASH-686 Advanced Sport Psychology Externship and Seminar

Note: This course is usually offered during the fall semester.

Master of Arts in Counseling: Specialization in Sport and Health Psychology Course Descriptions

Please note this list includes only courses with the MASH prefix. Counseling (COUN) courses will be reviewed within your department.

MASH-500 **MASH Professional Development Seminar** **0 Credits**
 This one-hour, once-a-week seminar is required of all MASH students in their first semester. 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.

MASH-501 **Applied Sport and Health Psychology Professional Preparation Seminar I** **1 Credit**
 This course provides students with opportunities to develop workshops and one-on-one consulting activities to utilize during sport and health psychology externships and beyond. The experience is designed to be a collaborative process and assist students in the following: (a) become skilled in educating potential clients on the benefits of sport and health psychology; (b) learn how to facilitate and deliver performance-enhancement techniques in an applied sport and health setting; (c) practice and understand their personal styles and approaches to delivering sport and health psychology to individuals, teams, and groups; and (d) gain a greater understanding of the techniques and methods of providing sport and health psychology services.

MASH-502 **Applied Sport and Health Psychology Professional Preparation Seminar II** **1 Credit**
 This course is a first-year advanced seminar in which students will have opportunities to develop advanced workshops and advanced one-on-one consulting activities to utilize during sport and health psychology externships and beyond. The experience is designed to be a collaborative process and assist students in the following: (a) apply skills in educating potential clients on the benefits of sport and health psychology; (b) application of facilitation and delivery skills for performance-enhancement techniques in an applied sport and health setting; (c) continue to develop their personal styles and approaches to delivering sport and health psychology to individuals, teams, and groups; and (d) gain a greater understanding of the advanced techniques and methods of providing sport and health psychology services.

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 for Applied Sport Psychology (AASP); U.S. Olympic Committee Sport Psychology & Mental Training Registry; American Psychological Association Division 47 Sport, Exercise & Performance 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.

MASH-541 Cognitive Behavioral Approaches in Sport and 3 Credits
Health Psychology

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 challenges (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, COUN-533, COUN-532. This course will consider a variety of factors that can influence health and sport outcomes and methods of assessing them. Specific sport psychology assessments utilized in the field will be studied. Among those reviewed will also include 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.

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

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.

MASH-643 Exercise Physiology 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 on 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 Psychology

Prerequisite: MASH-539. This course examines the historical, social, and cultural factors influencing sport and physical activity. Pertinent cultural issues, theories, and research applications will be considered in the scholarly pursuit of knowledge and understanding of the sociological influences on sport, exercise, and physical activity. Students will acquire skills in examining multiple sides of an issue and learn how to utilize conflict management skills when broaching sociological and cultural issues present in sport, exercise, and physical activity.

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.

MASH-647 Exercise Psychology 3 Credits

The course will examine applied and theoretical issues related to the psychology of exercise behaviors. Theories of motivation and the variables influencing exercise (e.g., emotional states, anxiety, sociological and demographic influences, stress, etc.) are examined. The course is designed to cover: (a) psychological theories for understanding and predicting health-oriented behaviors; (b) psychological and psychobiological responses to exercise; and (c) interventions for increasing exercise participation and adherence.

MASH-648 Business Development in Sport & Health Psychology 3 Credits

The course covers essential business knowledge and skills necessary for professionals in the field of sport and health psychology. Students will have the opportunity to create marketing plans and advertising strategies. Applied experiences developing and negotiating contracts as well as discussing pricing concerns will be provided. Students will begin the process of developing a professional brand through the creation of flyers, websites, workshops, and speeches. Pertinent ethical considerations will also be examined.

MASH-680 MASH Counseling Practicum and Seminar 2 Credits

This seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience using a peer consultation model. Specific cases students are assigned during 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.

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 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-682 MASH Counseling Internship and Seminar 2 Credits

Prerequisite: MASH-680. Using a peer consultation model, seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned 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.

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

Prerequisites: MASH-680, MASH-681. The second term of externship field placement includes delivery of sport and health psychology services under the 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

Prerequisites: MASH-680, MASH-682. 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 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 (a) present a case including an audiotape and an analysis of key interchanges within the session presented; (b) provide 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; and (c) make an oral presentation of the case. Students' performance on both the written and oral portions is incorporated into the final student 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 III 1 Credit

Prerequisites: MASH-681, MASH-683. The continuation of externship field placement includes delivery of sport and health psychology services under the 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

Prerequisite: MASH Graduate or Program Director approval. This advanced 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.

MASH-995 Comprehensive Examination (CPCE) 0 credits

Prerequisite: Completion or near completion of all M.A. requirements. The MASH 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.

MASTER OF ARTS IN COUPLE AND FAMILY THERAPY

Program Overview

The Master of Arts in Couple and Family Therapy (MCFT) program is a clinical program through which students acquire therapy skills emphasizing the enrichment and treatment of couples and families as well as individuals. When working with couples, families, and individuals, students are trained to understand relational or systemic concerns within the broader contexts of development, family roles and functioning, as well as community and social circumstances. The clinically intensive coursework and practicum experiences provide students with strong conceptual, assessment, treatment planning, and intervention skills based on the major models of couple and family therapy.

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 couples, families, and individuals in a wide variety of clinical settings such as, but not limited to, community mental health centers, group and private practices, hospitals, schools, substance abuse treatment programs, correctional facilities, and residential treatment programs. Couple and Family Therapists work with couples, families, and individuals including children, adolescents, teenagers, adults, and geriatric populations; their training is not limited to serving only couples and families.

The curriculum and supervised training are intended to help graduates meet the educational requirements for licensure as a Marriage and Family Therapist (LMFT) in the state of Illinois. Licensure requirements can vary significantly from state to state in their expectations of practicum hours and coursework. Students are strongly encouraged to review the licensing requirements in any state in which they would anticipate practicing.

The Master of Arts in Couple and Family Therapy program is dedicated to training quality couple and family therapists firmly grounded in systemic theories who are socially responsible and sensitive to diversity with a clear professional identity as a Couple and Family Therapist. Underlying the training philosophy of the Couple and Family Therapy Department are vital core values including (a) change takes place in the context of relationship, (b) systemic thinking, (c) openness to diversity, (d) sensitivity to cultural context, (e) CFT professional identity, (f) commitment to clinical excellence, and (g) social responsibility. These are achieved through a commitment to our educational outcomes, as follow.

Faculty Outcomes

1. Core faculty have a clear professional identity as Couple and Family Therapists in service to the university, the community, and the profession.
2. Faculty actively engage students in coursework and clinical practice to promote cultural competence and social justice as Couple and Family Therapists.
3. Faculty participate in scholarly activity.

Student Learning Outcomes

1. To understand and apply systems, modern, and postmodern couple and family therapy theories.
2. To assess ethical, legal, and professional issues related to clinical practice.
3. To demonstrate cultural competency in practicing couple and family therapy with diverse populations.
4. To display proficiency in clinical skills in the practice of couple and family therapy.
5. To illustrate knowledge and integration of couple and family therapy research.
6. To describe, understand, and identify issues of social justice, social responsibility, and oppression with couples and families.
7. To establish a clear professional identity as a couple and family therapist.

Program Outcomes

1. Graduate students with a clear professional identity as a couple and family therapist.
2. Graduate socially responsible therapists sensitive to diversity.
3. Obtain and maintain COAMFTE accreditation for the MCFT program.

Program-Specific Admission Requirements

In addition to admission requirements common to all of the Adler graduate clinical programs, the MCFT program will review undergraduate transcripts (and graduate transcripts, if applicable), letters of recommendation, as well as the applicant's essay describing why he or she is choosing the field of Couple and Family Therapy. Application requirements include:

- 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 grade point average of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.5 or higher on a 4.0 scale for all graduate coursework.

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

The MCFT program is a full-time program that can be completed in two years and must be completed in no longer than five years.

Degree Requirements

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

MCFT-337	Group Psychotherapy	2 cr.
MCFT-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
MCFT-438	Introduction to Addictive Disorders	2 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-510	Professional Development Seminar	0 cr.
* MCFT-511	CFT Professional Identity Seminar I	1 cr.
MCFT-512	CFT Professional Identity Seminar II	1 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
* MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.
* MCFT-650	Overview of Postmodern Approaches to Couple and Family Therapy	3 cr.
* MCFT-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
MCFT-653	Sexuality with Couples and Families	2 cr.
MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-655	Therapy with Couples: Theory and Techniques	3 cr.
MCFT-660	Culture and Diversity in Couple and Family Therapy	3 cr.
* MCFT-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.
MCFT-664	Practicum in Couple and Family I	1 cr.
MCFT-665	Practicum in Couple and Family II	1 cr.
MCFT-666	Practicum in Couple and Family III	1 cr.
MCFT-667	Practicum Seminar in Couple and Family I	3 cr.
MCFT-668	Practicum Seminar in Couple and Family II	3 cr.
MCFT-669	Practicum Seminar in Couple and Family III	2 cr.
MCFT-995	Master's Clinical Qualifying Examination	0 cr.

Plus the successful completion of three credits of an elective.

The CFT Department is continually developing electives for MCFT students to take as part of their required curriculum, including opportunities to take electives offered in our doctoral program (with permission from the Department Chair). CFT students will work with their advisor to choose an elective that meets their individual professional goals.

Total Credit Hours Required: 60

* = These courses are pre-requisites to beginning practicum. Students who do not earn a "B" or better in these courses must retake them, postponing the start of practicum.

Students who do not complete the practicum requirements in three semesters must continue to enroll in practicum and practicum seminar using the following courses:

MCFT-677	Practicum in Couple and Family IV	1 cr.
MCFT-678	Practicum in Couple and Family V	1 cr.
MCFT-679	Practicum Continuation Seminar in Couple and Family Therapy IV	1 cr.
MCFT-680	Practicum Continuation Seminar in Couple and Family Therapy V	1 cr.

If students are unable to complete the practicum requirements as described in the MCFT Handbook, they will need to continue to enroll in practicum and practicum seminar until they complete their hours.

MCFT Practicum

The CFT program offers a rich and diverse clinical experience where students develop practical clinical skills in couple and family therapy through a clinical practicum. The clinical practicum occurs in the second year of the program. Students spend roughly 15 to 20 hours per week for three semesters at an approved practicum site. The practicum is composed of a minimum of 350 hours of client contact with couples, families, and individuals, including a minimum of 150 relational hours. Additionally, 100 hours of supervision with an AAMFT Approved Supervisor or Supervisor Candidate must be completed. This 100 hours of supervision can also be used toward LMFT licensure requirements in the state of Illinois. Students must continue to enroll in practicum until they have completed all practicum requirements. The Clinical Training Director of the CFT program will collaborate with students to identify the clinical experiences that meet the needs of the MFT profession and the goals of the student. Additional resources are available in the MCFT Handbook, and the database of practicum sites are available from the Training Department.

Graduation Requirements

1. Satisfactory completion of the required courses and credit hours as specified in the curriculum requirements.
2. Satisfactory completion of the required practicum hours and experiences.
3. Satisfactory completion of Social Justice Practicum I & II.
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.
7. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Couple and Family Therapy.

Master of Arts in Couple and Family Therapy Course Descriptions

MCFT-510 Professional Development Seminar 0 Credits

This seminar is required of all Adler students in their first semester. MCFT students will come together with core faculty in small groups and as a cohort. This course will also provide students with their first interactions with their advisor. The course orients students to the program, the field of couple and family therapy, and to each other as a cohort.

MCFT-511 CFT Professional Identity Seminar I 1 Credit

This seminar is taken during the summer before practicum and focuses on the development of a professional identity as a couple and family therapist specifically on the start of practicum. This focus includes an understanding of the unique qualities and clinical skills of the CFT and the scope of practice as defined by AAMFT and state licensing laws. The seminar also emphasizes the importance of membership and ongoing participation in the American Association for Marriage and Family Therapy (AAMFT) as the national professional organization for CFTs.

MCFT-512 **CFT Professional Identity Seminar II** **1 Credits**
This seminar is taken in the last summer semester of the program. The focus is to continue to facilitate the development of a professional identity as a couple and family therapist, specifically focusing on degree completion and either clinical practice toward licensure or beginning in a doctoral program. Students will work on their professional portfolio including the development of a resume or curriculum vitae (CV) as well as a focus on licensure paperwork.

MCFT-337 **Group Psychotherapy** **2 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.

MCFT-433 **Fundamentals of Adlerian Psychology and Parenting** **3 Credits**
Education: Theory and Interventions
Prerequisite or concurrent enrollment in MCFT-337. 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.

MCFT-438 **Introduction to Addictive Disorders** **2 Credits**
This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders and an understanding of the impact of addiction on couples and families. 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.

MCFT-472 **Basic Skills of Therapy for CFTs** **3 Credits**
Through this course, students will gain foundational assessment and intervention skills with couples, families, and individuals. The course addresses intake interviewing, introduction of the mental status exam, risk assessment, and overview of the DSM-5 approach to diagnosis. It also addresses basic counseling skills, the therapeutic relationship, common factors in psychotherapy, basics of theoretical views on human change processes, and multicultural competencies. Students learn about informed consent, confidentiality, and the importance of clinical documentation including the ability to compose cogent assessment reports and treatment plans. While basic skills are not model-specific, students are exposed to one theoretical model to show how a model is employed to gather data, develop hypotheses, plan treatment, and intervene in helping clients meet their treatment goals.

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 (quantitative and qualitative), and statistics. Students learn to conduct an extensive review of couple and family therapy literature and to use research findings in therapy with couples, families, and individuals.

MCFT-505 Professional Development: Issues and Ethics 3 Credits

This course provides students with a solid foundation for the ethical practice of therapy with couples, families, and individuals in accordance with 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 and secrets. Professional and legal issues in the practice of marriage and family therapy will be reviewed as well as practice in response to issues in clinical risk management (i.e., harm of self and others).

MCFT-647 Biopsychosocial Bases of Health and Dysfunction for CFTs 3 Credits

This class is an overview of the major DSM-5 disorders, specifically depression, anxiety, mood, psychotic, and personality disorders. The course focuses on the range of mental illnesses from adjustment reactions to serious pathology from a systems perspective. 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-650 Overview of Postmodern Approaches to Couple and Family Therapy 3 Credits

Prerequisite: MCFT-651 and MCFT-662. This is an introductory course in the postmodern theory models of couple and family therapy. Several models will be covered including solution-focused, collaborative family language systems, narrative, and feminist approaches to therapy. Discussion of each model will include history of the approach, fundamental concepts and typical techniques of assessment and intervention. Students will be engaged in the learning process through a variety of interactional methods (e.g., role-plays and multimedia applications). Students will critique these models with consideration of power/privilege and hierarchy, gender bias, and cultural fit.

MCFT-651 Assessment and Treatment Planning with Individual and Family Systems 3 Credits

This course explores essential concepts of systems theory including context, causality, communication, change, structure, and development to the comprehensive analysis of individual and family systems. These concepts will be applied to a range of presenting problems as well as healthy family functioning, including the impact of larger systems. Implications of systems perspectives will be explored in depth. Students will also be introduced to the genogram as an assessment tool in evaluating family systems as well as other assessment measures.

MCFT-654 Individual Life Span and the Family Life Cycle 3 Credits

The individual life span is examined from a biopsychosocial perspective with a focus on normal family processes, life transitions and their influence on individual, couple, and family issues. Multicultural issues will be addressed as they impact the transitions through different family life cycles and individual developmental markers.

MCFT-655 Therapy with Couples: Theory and Techniques 3 Credits

This is an intermediate course on the assessment and treatment of couples and must be taken concurrently with practicum. Dyadic processes pertaining to couple distress will be explored through different theoretical approaches in couple therapy, such as emotionally focused therapy, narrative therapy, and contextual therapy. Specific issues pertaining to couples' assessment and treatment will be addressed (e.g., affairs, trauma, and sexual issues).

MCFT-660 Culture and Diversity in Couple and Family Therapy 3 Credits

This course is designed to expose students to different dimensions of culture and its interface with the practice and profession of marriage and family therapy. The course will explore race, ethnicity, socioeconomic, gender, sexual orientation, geographical variables, migration, and spirituality. Students will be encouraged to think of themselves as complex cultural beings and will be challenged to explore their inner thoughts, perceptions, beliefs, interactions, and behaviors. Particular emphasis will rest on an appreciation and application of how these issues impact students' work as family therapists.

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

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 theories. 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 couples, families, and individuals. Students will be encouraged to critique these models with consideration of power/privilege and hierarchy, gender bias, and cultural fit.

MCFT-664 Practicum in Couple and Family I 1 Credit

MCFT-665 Practicum in Couple and Family II 1 Credit

MCFT-666 Practicum in Couple and Family III 1 Credit

All CFT students will complete a supervised clinical practicum with a minimum of 300 hours of client contact. In their second semester in the program, students will submit applications including letters of recommendation and interview for placement in a local agency under the guidance of the CFT and Training Departments. Students will provide individual and relational (couple/family) therapy under the direct and weekly supervision of a licensed staff therapist in their placement agency. Students must continue to enroll in practicum (i.e., MCFT-677 and MCFT-678) as necessary until the required hours are completed.

MCFT-667 Practicum Seminar in Couple and Family I 3 Credits

MCFT-668 Practicum Seminar in Couple and Family II 3 Credits

MCFT-669 Practicum Seminar in Couple and Family III 2 Credits

Students are required to actively provide therapy to couples, families, and individuals under the supervision of an on-site supervisor and their seminar instructor. Concurrent with practicum field experiences, the practicum seminar is led by an AAMFT Approved Supervisor or Supervisor Candidate and enhances the integration of theoretical and

academic perspectives with clinical practice. Rotating case presentations allow focus on intervention skills and theoretical analysis as well as experiencing the role of case consultant. Students must present videotapes and/or audiotapes of actual sessions. Under extenuating circumstances, a student may simulate an actual session only with the permission of the seminar instructor and the CFT Clinical Training Director. An essential aspect of the CFT program is faculty mentoring the development of skills, techniques, attitudes, and values expected of developing marriage and family therapists. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises. Students will present their own genogram in MCFT-667. Students must continue to enroll in practicum seminar (i.e., MCFT-679 and MCFT-680) as necessary until the required hours are completed.

MCFT-670 Family Therapy with Children and Adolescents 3 Credits

This course provides students with an in-depth understanding of working with children and adolescents in the context of the family and must be taken concurrently with practicum. The course will explore concepts in child development and draw from the spectrum of family therapy models and play therapy models that aim to strengthen parent and family functioning. It will provide background in addressing the emotional, behavioral, and relational symptoms of children and adolescents as well as treatment options for serious behavioral issues and trauma. Family therapy with special populations, such as working with LGBTQ and culturally oppressed youth, will be introduced.

MCFT-995 Master's Clinical Qualifying Examination 0 Credits

The Master's Clinical Qualifying Examination (MAQE) evaluates competency as a couple and family therapist. Included in this exam is assessment of practice including assessment and diagnosis, treatment design including ongoing evaluation and termination, and ethical, legal, and professional standards including clinical risk management. Specifically, students will demonstrate their competency across the program's student learning objectives (SLOs).

MCFT-653 Sexuality with Couples and Families 2 Credits

This course is designed to examine the diverse forms of human sexual development and sexual relationships from biopsychosocial and systems perspectives. It also studies the role of sexuality in human relationships including varied types of committed couples. The course will introduce students to common sexual problems and issues presented by couples and individuals in therapy as well as issues of sexuality that might present in family systems.

DCFT-870 International Immersion and Cross-Cultural Studies 3 Credits

Prerequisite or concurrent enrollment in MCFT-660 or equivalent. This course will provide master's and doctoral students with a cultural-immersion experience outside of the United States. Students will be engaged in a nonclinical 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. This course has additional costs including travel, room and board, and spending money.

MASTER OF ARTS IN PUBLIC POLICY

Program Overview

The Master in Public Policy (MPP) is a graduate professional degree that helps students prepare for careers in public policy, governance, and service. The global economy has led to individual countries' economies being closely interwoven, creating the risk that an event in one country, positive or negative, now affects the state of other world economies. The global economy is also linked to the rapid human migration into urban areas with more than 50 percent of the world's population now living and working in cities. This new global economy has caused a shift in developing countries toward economic growth in the areas of manufacturing, communications, and technologies as well as urban migratory patterns and the challenges facing urban living that cover the spectrum from income inequality to concerns for sustainable lifestyles and social inclusion. Considering both the opportunities and problems the global economy and urbanization generate, the goal of the MPP 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 participation that gives 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 service coupled with Adler University's emphasis on being a socially responsible practitioner.

The MPP program provides students with core knowledge and skills in policy development and analysis, service evaluation, economic disparities, 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 United States and around the world. The program requires 36 hours of coursework with a minimum of 27 hours of public policy core coursework and 9 hours of concentration coursework in either Community Health or Human Rights Advocacy. In order for students to become effective public policy professionals, they need to advance their abilities in leadership and advocacy 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 a fair and just society that supports 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 into policy discussions.

The Human Rights Advocacy concentration offers students opportunities to gain competency in policy work, leadership, and advocacy using international human rights treaties, concepts, and international governmental and quasi-governmental bodies such as the United Nations or the World Health Organization.

The Community Health concentration offers students the knowledge, skills, and attitudes needed to address one of the world's most pressing trends – the unprecedented growth and size of the world's urban areas—to ensure that city living promotes mental health and well-being. Graduates have the knowledge and skills required to develop, implement and evaluate policy interventions that reduce the urban environmental risk factors and enhance the protective factors that promote the overall health and well-being of city residents.

MPP Program Objectives

At the completion of this program, the student will be able to:

1. Describe and execute policymaking process, including defining the problem, setting the agenda, formulating policy, implementing policy, and evaluating policy.
2. Recognize the social construction of problems.
3. Understand and apply criteria appropriate to public affairs, administration, and policy.
4. Know and apply the professional code of conduct and behave in a fair and ethical manner when creating and implementing policy.
5. Communicate effectively with diverse populations and practice collaborative policymaking.
6. Apply the learned skills to resolve conflict and negotiate change.
7. Analyze and think critically about the social and economic construction of problems while brainstorming solutions.
8. Understand and apply theories of decision making and models.
9. Apply concepts of social equity to public affairs and policy.

Instructional Modality

The MPP program is designed to support working students with courses being offered during evening hours in fall and spring semesters, and during summer term evenings and one weekend class per summer session. Full-time students complete the degree in one year taking four classes during fall, spring, and summer semesters. Part-time students complete the program in two years taking two courses during fall, spring, and summer semesters.

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 microeconomics 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

MPP-500	Theories of Public Policy and Administration	3 cr.
MPP-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
MPP-502	Ethics in Public Service	3 cr.
MPP-503	Collaborative Policymaking and Civic Engagement	3 cr.
MPP-504	Social-Urban Policy and Development	3 cr.
* MPP-505	Research Methods I: Quantitative and Qualitative Research Methods	3 cr.
* MPP-506	Research Methods II: Qualitative Research Methods & Community Consultation	3 cr.
MPP-507	Business and Government Policy	3 cr.
MPP-508	Capstone/Fieldwork Experience in Public Policy	3 cr.

* = Required before beginning capstone/fieldwork

Nine credit hours within one concentration area:

Community Health Concentration Curriculum

MPP-509	Urban Health Determinants and Outcomes	3 cr.
MPP-510	Health Policy and Management	3 cr.
MPP-511	Topics in Urban Policy – Critical Urban Mental Health Issues	3 cr.

Human Rights Advocacy Concentration Curriculum

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

Total Credit Hours Required = 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.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Public Policy.

Master of Arts in Public Policy Course Descriptions

MPP 500 Theories of Public Policy and Administration 3 Credits

This course introduces students to the historical and theoretical foundations of public policy process and administrative services considering key participants and the environmental context. Students learn how policy is created and reformed, how government services come into existence, how political agendas shape policy and services, the government decision-making process, societal influence on policy development and reform, ethical influences in the policy process and public sector organization, and the four main values in public policy and administration: equity, economy, efficiency, and effectiveness. This course explores the application of social justice through the consideration of the social, political, legal, economic, and ecological factors in the formation and reform of policy and public service. Students learn to use social justice determinants in critical analysis and problem solving in policy and administration of public service.

MPP 501 Political Economy and Economic Analysis in 3 Credits Public Policy Development

In the first part of this course, students learn the basic economic tools and microeconomic 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. This course focuses on political and economic factors impinging on the policy process, the current environment within vital areas of policy, and the role of key policy players, (government and nonprofit agencies, community organizations/coalitions, etc.) in policy formation. Case studies are used as well as policy alternatives and recommendations to broaden students' policy analysis skills and understanding of how discriminatory policy creates systemic and structural inequalities.

MPP 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 are examined.

MPP 503 Collaborative Policymaking 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 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 guest lecture, and current policy issues in the Chicago metropolitan area will be considered.

MPP 504 Social-Urban Policy and Development 3 Credits

This course examines the areas of policy that together affect the health of communities—healthcare and prevention, education, employment, crime, housing, urban land-use and planning, environmental preservation, sustainable and economic development. Together these areas of policy share a common concern with promoting health in the world and improving living conditions in all societies. With the majority of humans living in or moving to cities, there is a focus on the urban area, and students learn about both the opportunities and challenges in creating healthy urban communities that are sustainable and socially, economically, and politically inclusive.

**MPP 505 Research Methods I: Quantitative and Qualitative 3 Credits
Research Methods**

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 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.

**MPP 506 Research Methods II: Qualitative Research Methods & 3 Credits
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, 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.

MPP 507 Business and Government Policy 3 Credits

This course examines the relationship between business and government: the influence one has over the other, how governmental policies influence the decisions of corporations, businesses, and industries and vice-versa; and the economic and development issues arising in an increasingly integrated global economy.

MPP 508 Capstone/Fieldwork Experience in Public Policy 3 Credits

The capstone/fieldwork experience provides each student with the opportunity to work in an organization (i.e., governmental, community, advocacy, nonprofit) whose work focuses on policy or services in the area of the student's interest. During the final spring semester, students engage in the capstone/fieldwork course by working with a client agency on a specific project that, upon completion, improves policy or the implementation of policy and the overall service delivery to those being served. Guided by a faculty instructor, students develop three learning objectives for this class, design a project plan, and deliver the final project in the format requested by the project agency. This engaged learning experience gives students the opportunity to use the combined knowledge and skills of the MPP curriculum and specific research/analysis/evaluation skills learned in the research methods courses. It offers students an engaged-learning experience in the field and an opportunity to find viable and sustainable solutions in the areas of policy or administration. Students present their final capstone projects to the client agency and, when feasible, to fellow students, faculty, or interested community partners and constituents.

Concentration Courses

1. COMMUNITY HEALTH

MPP-509 Urban Health Determinants and Outcomes 3 Credits

This course explores the history of mental health in cities and determinants that shape health outcomes, social distribution of health and disease, and health disparities. The determinants studied include, but are limited to, social, economic, 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 of individuals and communities, and financial support for health and human services.

MPP-510 Health Policy and Management 3 Credits

This course examines health policy and management through public health efforts including diagnostic identification of mental illness, the links between mental and physical health, and using tools and strategies from the public health field to understand current mental health policy, practices, and services. Students are introduced to the basic principles of epidemiology as used in public health studies, including teaching the basic skills and knowledge to investigate the origin and development characteristics of specific illnesses or other health-related phenomenon and to teach students to critically evaluate population-based research studies designed to test health-related hypotheses. This course draws from social epidemiology, showing students the correlations between social factors and mental and behavioral health outcomes.

MPP-511 Topics in Urban Policy – Critical Urban Mental Health Issues 3 Credits

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.

2. HUMAN RIGHTS ADVOCACY

MPP-512 Human Rights Policies and Outcomes 3 Credits

This course is designed to introduce students to the field of human rights. Students will develop a critical understanding of the main issues that characterize the conceptualization of human rights in today's world, and students are introduced to skills used in analyzing human rights policies and strategies at an international scale. The course focuses on key historical moments in the development of human rights law and looks at contemporary issues and topics—such as globalization, neoliberalism, living conditions, military expenditures, violence, women rights, human trafficking, and non-Western conceptions of human rights.

MPP-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 healthcare versus 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. Students learn what a right to health constitutes, how governments use the human right to health to make decisions about healthcare delivery as well as public health issues (such as a right to clean water). This class will specifically examine models of healthcare delivery of Heartland Alliance for Human Rights and Human Needs.

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

This course examines themes directly impacting human rights of a community and its members. It provides students with an overview of the important human rights issues as they relate to public policy or the administration of public services. Each issue provides students with an overview of the policy issue, historical-current debates, and local, state, national or international policy questions related to the issue.

MASTER OF PUBLIC ADMINISTRATION

Program Overview

The Master of Public Administration (MPA) is a professional degree that prepares students for management careers in public and nonprofit organizations. It is an ideal course of study for students who are committed to being public servants, strong leaders in public and nonprofit organizations, and who want to make a positive difference in the world. The MPA program at Adler University collaborates with Adler's Institute on Public Safety and Social Justice as well as community-based organizations that help train students to be future leaders, innovators, and managers in the public sector. MPA graduates are prepared with useful, professional experiences and the theoretical foundation needed to challenge and change today's societal issues. The program combines rigorous academic instruction with civic engaged experiences that give students the opportunity for hands-on learning under the supervision of faculty and professionals in the field. The program offers the best features of traditional graduate education and training in public administration and service, coupled with Adler University's emphasis on graduates being socially responsible professionals.

The MPA program provides students with the core knowledge and skills in policy implementation, organizational leadership, management, and development that are necessary for work in the public arena including national, state, and local governments; research centers; consulting firms; community action groups; and direct-service providers at various levels of government and services in the United States and around the world. The core objectives of the proposed Master in Public Administration (MPA) include organizational development, evaluation, and management for organizations wanting strong, ethical leadership and efficient and effective systems of delivery. Core learning objectives also include public financing; ethics and leadership; economic analysis and policy development; historical and theoretical foundations of the administrative state; organizational theory in public administration; and research and evaluation methods.

The program requires 36 hours of coursework with a minimum of 27 hours of public administration core coursework and 9 hours of concentration coursework in either Sustainable Communities or Criminal Justice. In order for students to become effective public administration professionals, they need to advance their abilities in leadership and advocacy and become participants in, and contributors to, the process of developing public programs and organizations—including the analysis, synthesis, critical thinking, and problem solving that encourages the growth of a fair and just society that supports healthy, sustainable communities. Learning to communicate and interact with diverse groups within a rapidly changing society is essential, as is the ability to articulate and contribute new perspectives into discussions on addressing social, economic, and environmental problems.

The **Sustainable Communities** concentration offers students opportunities to develop competencies in administration, leadership, and advocacy skills used in sustainable economic development, environmental development, and building a healthier culture and society at the local, state, national, and international levels of governance. It is an academically challenging program that prepares graduates for organizational leadership roles in all levels of government and particular areas of community health and sustainable development, ecology, research, and program evaluation.

The Criminal Justice concentration offers students a unique approach in addressing criminal behavior by utilizing collaboration between communities, mental health, and criminal justice professionals with a focus on community-based services. It is an academically challenging program that prepares graduates for organizational leadership roles in all levels of government and particular areas of crime control and prevention, rehabilitation and re-entry, research, and program evaluation.

MPA Program Objectives

At the completion of this program, the student will be able to:

1. Apply public administration, management models, and organization theory.
2. Lead, manage, and provide services within a diverse workplace and to a diverse citizenry,
3. Perform program evaluations and forecasting.
4. Apply concepts of social equity to public affairs, administration, and policy.
5. Work within the institutional, structural, and political contexts of policy implementation.
6. Prepare a budget reflecting policy and organizational priorities.
7. Understand the relationship between policy formation and public services.
8. Manage public-private partnerships.
9. Communicate effectively in both oral and written form tailored to the diverse audiences addressed in public service.

Instructional Modality

The MPA program is designed to support working students with courses being offered during evening hours in fall and spring semesters, and during summer terms evenings and one weekend class per summer session. Full-time students complete the degree in one year taking four classes during fall, spring, and summer semesters. Part-time students complete the program in two years taking two courses during fall, spring, and summer semesters.

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 microeconomics 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

Core Curriculum

MPA-500	Theories of Public Policy and Administration	3 cr.
MPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
MPA-502	Ethics in Public Service	3 cr.
MPA-503	Organizational Theory and Public Personnel Management	3 cr.
MPA-504	Public Finance	3 cr.
MPA-505	Research Methods I: Research Methods and Analysis	3 cr.
MPA-506	Research Methods II: Qualitative Analysis and Program Evaluation	3 cr.
MPA-507	Public Management and Leadership	3 cr.
MPA-508	Capstone/Fieldwork Experience in Public Policy	3 cr.

Nine credit hours within one area of concentration:

Criminal Justice Concentration Curriculum

MPA-509	Reconceptualizing Criminal Justice Involvement of Persons with Mental Illness	3 cr.
MPA-510	Criminal Justice Administration	3 cr.
MPA-511	Crime Prevention and Reducing Recidivism	3 cr.

Sustainable Communities Concentration Curriculum

MPA-512	Elements of Sustainability and Livable Communities	3 cr.
MPA-513	Tools for Sustainable Development	3 cr.
MPA-514	Strategic Planning for Sustainability	3 cr.

Total Credit Hours Required: 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.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Public Policy.

Master of Public Administration Course Descriptions

MPA-500 Theories of Public Policy and Administration 3 Credits

This course introduces students to the historical and theoretical foundations of public policy process and administrative services considering key participants and the environmental context. Students learn how policy is created and reformed, how government services come into existence, how political agendas shape policy and services, the government decision-making process, societal influence on policy development and reform, ethical influences in the policy process and public sector organization, and the legal foundation and environment of public management in the United States. With an emphasis on how the Constitution affects the administrative state, students learn how the judicial branch of government, especially the U.S. Supreme Court, shape the public administrative process and create policy. This course explores the application of social justice through the consideration of the social, political, legal, economic, and ecological factors in the formation and reform of policy and public service. Students learn to use social justice determinants in the critical analysis and problem solving in policy and administration of public service.

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

In the first part of this course, students learn the basic economic tools and microeconomic models relevant to current policy and public sector choices, including the role of government in a market-oriented economy. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency, and equity. This course focuses on political and economic factors impinging on the policy process, the current environment within vital areas of policy, and the role of key policy players (government and nonprofit agencies, community organizations/coalitions, etc.) in policy formation. Case studies are used, as well as policy alternatives and recommendations to broaden students' policy analysis skills and understanding of how discriminatory policy creates systemic and structural inequalities.

MPA-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 are examined.

MPA-503 Organizational Theory and Public Personnel Management 3 Credits

In this course, students 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; and the values associated with the five general models of public personnel systems (i.e., patronage, civil service or merit, labor-management or collective bargaining, professional, and entrepreneurial), which are considered within an historical context. Students gain an understanding on issues of equity and equality in the public personnel system's general models and their impacts on the core concepts, institutions, and values associated with these models. This course gives an essential overview of mainstream personnel functions and processes, including position classification, job evaluation and classification, pay and compensation, staffing, performance appraisal, and discipline.

MPA-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 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.

MPA-505 Research Methods I: Research Methods and Analysis 3 Credits

This course focuses on the behavioral approach to the study of political and administrative behavior and explores a variety of topics including the philosophy of social science; experimental, quasi-experimental, and nonexperimental research designs; data collection techniques; and basic statistical analysis with computer applications. Data analysis using the computer software SPSS is integrated throughout the course.

MPA-506 Research Methods II: Qualitative Analysis and Program Evaluation 3 Credits

This course introduces models and methods used in program evaluation in public organizations. Program evaluation is an important function of management at all levels of public organizations and is often used by administrators to justify programs, recommend improvements in program design and implementation, and link a program to the goals and outcomes established in the program's mission. Students learn the tools used in program evaluations, the basic application of these tools, analysis of findings, and to be intelligent consumers of evaluations prepared by others.

MPA-507 Public Management and Leadership 3 Credits

This course introduces the knowledge and skills related to strategic management including the articulation and aligning of organizational goals in accordance with the mission; negotiating the complexities between service delivery and resource constraints; managing organizational changes; establishing measurements for outcomes; creating efficiency within production; and maintaining high staff motivation. Important strategic actions considered include developing an organizational mission and vision; developing means of accountability and legitimacy; the use of e-government technology in developing and managing challenges in the delivery of services and information electronically to constituents; understanding and employing new tools for government including privatization and contracting; restructuring an organization; shaping organizational culture; and developing human capital.

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

The capstone/fieldwork experience provides students with the opportunity to work in an organization (i.e., governmental, community, advocacy, nonprofit) whose work focuses on policy or services in the area of the student's interest. During the final spring semester, students engage in the Capstone/Fieldwork Experience course by working with a client agency on a specific project that, upon completion, improves policy or the implementation of policy and the overall service delivery to those being served. Guided by a faculty instructor, students develop three learning objectives for this class, design a project plan, and deliver the final project in the format requested by the project agency. This engaged

learning experience gives students the opportunity to use the combined knowledge and skills of the MPA curriculum and specific research/analysis/evaluation skills learned in the research methods courses. It offers students an engaged-learning experience in the field and an opportunity to find viable and sustainable solutions in the areas of policy or administration. Student present their final capstone projects to the client agency an, when feasible, to fellow students, faculty, or interested community partners and constituents.

Concentration Courses:

1. CRIMINAL JUSTICE

MPA-509 Reconceptualizing Criminal Justice Involvement of 3 Credits **Persons with Mental Illness**

This course explores the criminalization of the mentally ill “offender”; how and why the mentally ill become involved with the criminal justice system; and responses from community, behavioral health, and the criminal justice systems. Topics include deinstitutionalization of the mentally ill, law enforcement and court-based responses, mental health and corrections, community supervision of individuals with mental illness, violence and mental illness, and challenges associated with women and juveniles. Students are introduced to theoretical models within criminology, criminal justice, and behavioral health science to understand causes for the disproportionate presence of the mentally ill in the criminal justice system, empirical findings on alternatives for consideration, and the intersections between community, mental or behavioral health, and the criminal justice system in improving outcomes.

MPA-510 Criminal Justice Administration 3 Credits

This course examines current policies, practices, and organizational principles of the administrative structures, functions, and processes of the criminal justice system (e.g., law enforcement, courts and corrections, health). Topics include the use of systems theory to understand the complexity of the multilayered inter- and intrarelationship between agencies within and outside of government (including Medicaid/Medicare); public health and the community organizations; trends such as police training and police discretion; and social injustices within society that influence outcomes (e.g., racial and economic disparities, lack of community services, or lack of funding for defense attorneys).

MPA-511 Crime Prevention and Reducing Recidivism 3 Credits

Relatively few criminal justice policy decisions use scientific evidence to assist in making informed decisions. This course emphasizes the importance of evidence-based methods to prevent crime and reduce recidivism in communities. Students are introduced to assessment techniques that test the effectiveness of correctional/behavioral health strategies, interventions, and programs while exploring treatment areas (e.g., drug treatment, cognitive skills programs, educational programs) or community efforts (e.g., restorative justice). Results from research are used to draw conclusions about what works, what doesn't, what is promising, and what we don't know. This information informs class discussions on improving services and outcomes.

2. SUSTAINABLE COMMUNITIES

MPA-512 **Elements of Sustainability and Livable Communities** **3 Credits**

This course focuses on formation and preservation of sustainable, healthy communities; the importance of leaders who understand the relationships between natural, built, and social environments; and the need to maintain these connections in holistic and integrative ways. Students learn the concepts of sustainability and healthy living, and explore methods used to create and maintain communities working to become environmentally, economically, and socially resilient and equitable. The course also explores ways to manage urban growth or shrinkage and promote alternative means of transportation, food production and access, affordable safe housing, and so on. Students define and explore these concepts through case studies and examples drawn from local communities.

MPA-513 **Tools for Sustainable Development** **3 Credits**

This course introduces students to skills needed for effective community leadership including tools, strategies, and skills needed when overseeing the creation and maintenance of sustainable communities. Students explore the fundamentals of strong leadership when building the capacity for community adjustments; assessing community needs, resources, and problems; constructing a community vision based in overall health; encouraging constituent interest and involvement; and implementing practices that improve sustainability in communities. Sustainability theories and models are presented in the course and used in the overall analysis of community development.

MPA-514 **Strategic Planning for Sustainability** **3 Credits**

In an increasingly complex world, leaders and managers in public and nonprofit organization plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. This course examines the roles and practices of strategic planning, including partnerships, cooperation, and coordination. Students also examine the benefits, challenges, and pitfalls of strategic planning, while applying these planning concepts to real-life scenarios in the development of a strategic plan for a nonprofit or public organization.

CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

Program Overview

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

This certificate program can be taken as part of the student's graduate studies at either the master's or doctoral level. Students in the Psy.D. program will need to complete the emphasis in Substance Abuse Treatment prior to admittance into the certificate program. The 500-hour practicum in substance abuse counseling is taken as an advanced clinical practicum.

Students may elect to take only the substance abuse counseling courses without the practicum, as an emphasis. In this case, they are ineligible to sit for the IAODAPCA, Inc., certification examination for 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 admission process and a personal interview with the Program Coordinator.

Course Requirements

The Certificate in Substance Abuse Counseling requires the following 12 credits of coursework:

PCO-438, MAT-438	Introduction to Addictive Disorders	3 cr.
<i>or</i>		
COUN-630	Addictions Counseling	3 cr.
<i>or</i>		
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
CES-436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
<i>or</i>		
PSY-712	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
CES-437	Treatment of Addictive Disorders	3 cr.
<i>or</i>		

PSY-713	Advanced Treatment of Addictive Disorders	3 cr.
MAT-515, MCFT-505	Professional Development, Issues, and Ethics	3 cr.
<i>or</i>		
COUN-532	Professional, Legal, and Ethics Issues	3 cr.
<i>or</i>		
PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.

Specialized Practicum for Substance Abuse Certificate

In addition to the specialized coursework in AODA counseling, students pursuing the Certificate in Substance Abuse Counseling 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 is required.

The Director of Training and the Coordinator of the Substance Abuse Counseling Program work in collaboration with certificate students to identify clinical experiences that 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-445	M.A. Practicum in Substance Abuse Counseling I	1 cr.
CES-446	M.A. Practicum in Substance Abuse Counseling II	1 cr.
CES-447	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.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

Certificate in Substance Abuse Counseling Course Descriptions

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, LGBTQ 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.

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

Prerequisites: PSY-750, PSY-752, or M.A. program practicum, approval of Program Coordinator and Director of Training, concurrent with practicum seminar CES-447, CES-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, CES-448 M.A. Practicum Seminar in Substance Abuse Counseling I-II 1 Credit

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.

For further information, contact Bill Karmia, LCPC, CSADC, ICADC, Certificate Coordinator, at bkarmia@adler.edu.

CERTIFICATE IN COUPLE AND FAMILY THERAPY

Program Overview

The Certificate in Couple and Family Therapy (CCFT) is a clinical program through which students acquire therapy skills emphasizing the enrichment and treatment of couples and families as well as individuals. Professionals with a clinical master's degree in counseling, social work, psychology, art therapy, or related health fields can build on prior training and experience by developing skills working with relational clients and viewing their work from a systemic perspective. Professionals with a license (LPC, LCPC, LSW, LCSW, Psychologist, or other behavioral health license) can enhance their clinical skills working with systems or systemic issues through this postgraduate certificate. Students who are pursuing licensure as a professional counselor or social worker, for example, may use their practicum experiences in the certificate for licensure as long as the experience and supervision meet all the requirements of both the state and the certificate.

When working with couples, families, and individuals, students are trained to understand relational or systemic concerns within the broader contexts of development, family roles and functioning, as well as community and social circumstances. The clinically intensive coursework and practicum experiences provide students with strong conceptual, assessment, treatment planning, and intervention skills based on the major models of couple and family therapy. The ability to work with families can be particularly valuable for clinicians already working with children, adolescents, teenagers, and geriatric populations.

The curriculum and supervised training are intended to help students who complete the certificate to meet the educational requirements for licensure as a Marriage and Family Therapist (LMFT) in the state of Illinois. Licensure requirements can vary significantly from state to state in their expectations of practicum hours and coursework. Students are strongly encouraged to review the licensing requirements in any state in which they would anticipate practicing.

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 the Adler University Catalog. Approved applicants will be invited to participate in an interview as a final step in the application process. Application requirements include:

- A master's degree in professional counseling, psychology, social work, or other related health field, transferring in up to 18 credits of completed graduate-level coursework.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.5 or higher on a 4.0 scale for all graduate coursework.
- Clinical practicum experience in their master's degree program. Students who completed a nonclinical master's degree are recommended for the Master of Arts in Couple and Family Therapy.
- 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 applicants will participate in an interview as a final step in the application process.

Students applying for the Doctorate in Couple and Family Therapy (DCFT) who did not complete a master's degree in Couple and Family Therapy, Marriage and Family Therapy, or Medical Family Therapy are recommended to first complete the certificate program in order to "level up" their training and experience as well as eligibility for licensure as an MFT in the state of Illinois. This can typically be done in one year depending on the transfer of graduate coursework and the practicum experience required for the certificate.

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 department. The certificate program is 49 credits with (a maximum of) 18 credits to be transferred in to meet the requirement of 49 credits for the LMFT in the state of Illinois. Typical certificate students will have to complete 31 credits as described below in the Certificate Requirements. Included in the 18 credits must be courses equivalent to:

MCFT-472	Basic Skills of Therapy for CFTs	3 cr.
MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-497	Research Methods	3 cr.
MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.
MCFT-660	Culture and Diversity in Couple and Family Therapy	3 cr.
Plus an additional 3 credits		

Incoming students must submit official transcripts and complete syllabi for each of the courses they would like to transfer in to meet the above described requirements. Students lacking any of the courses listed above can take Adler University courses, though this may alter the length of time needed to complete the certificate.

The certificate program is a part-time program to be completed in two years and must be completed in no longer than four years. Students admitted to the DCFT program using the certificate to "level up" may complete the certificate program in as little as one year by attending full time and depending on the coursework approved for transfer. Doctoral candidates using the certificate to "level up" would not be required to take MCFT-512.

Certificate Requirements

The following courses are required for this certificate:

MCFT-510	Professional Development Seminar	0 cr.
MCFT-511	CFT Professional Identity Seminar I	1 cr.
MCFT-505	Professional Development: Issues and Ethics	3 cr.
MCFT-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
MCFT-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
MCFT-650	Overview of Postmodern Approaches to Couple and Family Therapy	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.
MCFT-655	Therapy with Couples: 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-666	Practicum in Couple and Family III	1 cr.
MCFT-667	Practicum Seminar in Couple and Family I	3 cr.
MCFT-668	Practicum Seminar in Couple and Family II	3 cr.
MCFT-669	Practicum Seminar in Couple and Family III	2 cr.
MCFT-512	CFT Professional Identity Seminar II	1 cr.

Total Credit Hours Required: 31

CFT Practicum for Certificate Students

The CFT program offers a rich and diverse clinical experience where students develop practical clinical skills in couple and family therapy through a clinical practicum. Students spend roughly 15 to 20 hours per week for a minimum of three semesters at an approved practicum site. The practicum requires the completion of at least 300 hours of client contact with couples, families, and individuals including a minimum of 100 relational hours. Additionally, 100 hours of supervision with an AAMFT Approved Supervisor or Supervisor Candidate must be completed. This 100 hours of supervision can also be used toward LMFT licensure requirements in the state of Illinois. Students must continue to enroll in practicum and practicum seminar until they have completed all practicum requirements. The Clinical Training Director of the CFT Department will collaborate with students to identify the clinical experiences that meet the needs of the MFT profession and the student's professional goals. Additional resources are available in the CFT Handbook and the database of practicum sites, available from the Training Department.

Graduation Requirements

1. Satisfactory completion of the required courses and credit hours as specified in the curriculum requirements.
2. Satisfactory completion of the required practicum hours and experiences.
3. A cumulative grade point average of 3.0 or higher and no more than one grade (or three credit hours) of C.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Couple and Family Therapy.

DOCTOR OF COUPLE AND FAMILY THERAPY

Program Overview

Designed for graduates of master's degree clinical programs as well as experienced clinicians, the doctoral program in 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 with a focus on self of the therapist. Graduates of the program will be positioned to make a significant contribution to the practice of CFT through practice, supervision, education, leadership, and scholarly work. The DCFT program uses an experiential learning model with an in-depth focus on self of the therapist.

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

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) and eligible for licensure as a Marriage and Family Therapist (LMFT) in the state of Illinois. CFTs are mental health professionals who recognize that relationships and patterns of engaging influence individual and relational functioning that therefore need to be part of the therapy process. The DCFT program embodies Adler University's commitment to social justice through graduating socially responsible and culturally competent therapists with a clear professional identity as a Couple and Family Therapist. The mission of this program is achieved through a commitment to our educational outcomes:

Faculty Outcomes

1. Core faculty have a clear professional identity as Couple and Family Therapists with advanced credentials and experience in service to the university, the community, and the profession.
2. Faculty actively engage students in advanced curriculum and advanced practical experience to promote cultural competence and social justice as Couple and Family Therapists.
3. Faculty participate in advanced scholarly activity.

Student Learning Outcomes

1. To understand and apply advanced knowledge of systems, modern, and postmodern Couple and Family Therapy theories.
2. To demonstrate cultural competency with diverse populations in the advanced practice as a Couple and Family Therapist across academic, clinical, research, and supervision settings.

3. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.
4. To display advanced application in clinical and supervision skills in the practice of Couple and Family Therapy with specific training in grief, loss, and trauma.
5. To exemplify doctoral-level knowledge, skill, and integration of research in the field of Couple and Family Therapy.
6. To advance sensitivity and knowledge in application of social justice, social responsibility, and oppression with couples and families.
7. To establish a clear professional identity including an ethical consciousness as a Couple and Family Therapist with advanced training in preparation to serve the profession.

Program Outcomes

1. Graduate students with a clear professional identity as a Couple and Family Therapist with advanced knowledge, skills, and experience.
2. Graduate students with experience and aptitude in scholarship.
3. Graduate socially responsible therapists sensitive to issues of diversity and social justice.
4. Obtain and maintain COAMFTE accreditation for the doctoral program.

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, couple and family therapy, medical family therapy, or related clinical field, such as social work, psychology, or professional counseling.
- Completion of clinical practicum* in applicant's graduate degree program.
- GPA of 3.5 out of 4.0 or higher in applicant's graduate degree program.
- Commitment to the profession of couple and family therapy as demonstrated in the application essay.
- Licensure or licensure eligibility as an MFT in the state of Illinois. Applicants without this can be admitted as a doctoral student but must first complete coursework to "level up."
- Letters of recommendation including at least one from a graduate instructor and one from a clinical supervisor.

*Students with a nonclinical master's degree are recommended to apply to the MCFT program.

Master's Degree Credits and Requisites

Accepted students may receive up to 39 credits from their master's degree program in marriage and family therapy, couple and family therapy, or medical family therapy as requisites for the doctoral program. Students who have a degree in a counseling or related program may also receive credits from their graduate work but will be required to take the requisite CFT courses in the first year of their doctoral program to be eligible for licensure as an MFT in the state of Illinois. Each student's transcripts will be evaluated on an individual basis.

Additionally, students who did not complete their master's degree at Adler must also take:

MCFT-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
DCFT-601	CFT Practicum Social Justice Practicum I	1 cr.
DCFT-602	CFT Practicum Social Justice Practicum II	1 cr.

These must also be done in the first year of the doctoral student's program of study and may cause an adjustment of the curriculum sequence including pushing classes into the third year concurrent with internship and/or dissertation. Students who are required to both level-up and complete MCFT-433 and Social Justice Practicum will work with their advisor to develop a curriculum sequence.

The DCFT program is a full-time program to be completed in four years and no longer than seven years. Students pursuing the part-time option can complete the requirements in seven years and no longer than nine years

Degree Requirements

Couple and Family Therapy Course list organized by Advanced Curricular Areas (ACA) – successful completion of the following courses is required for this degree:

Advanced Research (ACA 1) – 13 area credits/13 program credits:

DCFT-740	CFT Qualitative Research Methods	3 cr.
DCFT-742	CFT Quantitative Research Methods	3 cr.
DCFT-741	CFT Statistics	3 cr.
DCFT-743	CFT Qualitative Data Analysis	3 cr.
DCFT-788	Grant Writing	1 cr.

Advanced Relational/Systemic Clinical Theory (ACA 2) – 18 area credits/31 program credits:

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.

Advanced Relational/Systemic Applications to Contemporary Challenges (ACA 3) and Advanced Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership (ACA 4) – 17 area credits/48 program credits:

DCFT-730	Advanced Issues of Culture and Diversity in CFT	3 cr.
DCFT-745	Supervision of Couple and Family Therapists	3 cr.
DCFT-750	Professional Development Seminar I	1 cr.
DCFT-790	Professional Development Seminar II	1 cr.
DCFT-763	Doctoral Qualifying Exam	0 cr.

Plus 9 credits of electives* that specifically meet these two areas of Advanced Curriculum

Advanced Practical Experience (Practicum, Internship, and Dissertation)**15 area credits/63 program credits:**

DCFT-703	CFT Practicum – Clinical Practicum and Seminar I	3 cr.
DCFT-704	CFT Practicum – Clinical Practicum and Seminar II	3 cr.
DCFT-705	CFT Practicum – Clinical Practicum and Seminar III	3 cr.
DCFT-865	CFT Doctoral Internship I	1 cr.
DCFT-866	CFT Doctoral Internship II	1 cr.
DCFT-867	CFT Doctoral Internship III	1 cr.
DCFT-876	CFT Dissertation I and Proposal	1 cr.
DCFT-877	CFT Dissertation II	1 cr.
DCFT-878	CFT Dissertation III and Oral Defense	1 cr.

***Currently Available and Developed Elective Choices:**

DCFT-728	Divorce Mediation and Conflict Resolution with Couples	3 cr.
DCFT-729	Sex Therapy: Theory and Techniques	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-746	CFT Supervision of Supervision I	1 cr.
DCFT-747	CFT Supervision of Supervision II	1 cr.
DCFT-748	CFT Supervision of Supervision III	1 cr.
DCFT-781	CFT Instruction I	1 cr.
DCFT-782	CFT Instruction II	1 cr.
DCFT-783	CFT Instruction III	1 cr.
DCFT-789	Creative Interventions with Couples and Families	1 cr.
DCFT-870	International Immersion and Cross-Cultural Studies	3 cr.
DCFT-871	CFT Research Application	3 Cr.
DCFT-872	CFT Research I	1 cr.
DCFT-873	CFT Research II	1 cr.
DCFT-874	CFT Research III	1 cr.

Total Credits of Coursework: 63**Requisite Credits: 39****Total Credits: 102**

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

Advanced Practical Experience (Practicum, Internship, and Dissertation)

DCFT students develop advanced therapy skills and competence in supervision through a three-semester clinical practicum done concurrently with the coursework in their second

year and through an internship to begin after completion of coursework (some electives may be the exception). Part-time students' program of study and timing of practicum and internship may vary. The Clinical Training Director of the CFT program will collaborate with students to identify the clinical experiences that meet the needs of the profession and the professional goals of the student. The clinical and supervisory hours accrued during these experiences can typically be applied to LMFT licensure for students who have not yet obtained their license.

Doctoral students play a vital role in creating their internships, tailoring the experience to meet individualized learning objectives and career goals. Internship can be a paid experience.

Dissertation

The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship and research on an important issue in the field of couple and family therapy. The three-person dissertation committee will be chaired by a core faculty member of the CFT department. The dissertation must be on a topic in the field of couple and family therapy and include a comprehensive discussion of implications for the field.

Graduation Requirements

1. Satisfactory completion of the required courses and credit hours as specified in the curriculum requirements, including courses required for licensure eligibility.
2. Satisfactory completion of the required practicum hours and experiences.
3. Satisfactory completion of Social Justice Practicum I & II as well as MCFT-433 or the equivalent.
4. A cumulative grade point average of 3.0 or higher.
5. Successful completion of the Doctoral Qualifying Exam.
6. Successful completion of a doctoral proposal, dissertation, oral defense, and submission of the final document.
7. Satisfactory completion of an approved internship.
8. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
9. Demonstration of professional attitude, decorum, and ethics commensurate with the profession of couple and family therapy.
10. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the degree.

Doctor of Couple and Family Therapy Course Descriptions

DCFT-720

Advanced CFT Theory I

3 Credits

This advanced course explores the evolution of classic/modern approaches to couple and family therapy (CFT) theory, emphasizing a critical approach to both their theoretical and clinical application aspects. Students will be required to critically examine the specific theories' stands on power and privilege dynamics, as well as multicultural topics. 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. Self-of-the-therapist issues will be explored throughout the course.

DCFT-721 Advanced CFT Theory II 3 Credits

This advanced course focuses on the study of the primary postmodern models of family therapy theory including their unique approach to assessment, case conceptualization, and intervention. Students will be required to critically examine the specific theories' stands on power and privilege dynamics, as well as multicultural topics. 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. Self-of-the-therapist issues will be explored throughout the course.

DCFT-722 Advanced Therapy with Couples 3 Credits

This is an advanced course that focuses on concepts and applications of specific couple therapy issues including, but not limited to, social media and the digital world, domestic violence and intimate partner violence, and childhood sexual abuse and adult intimate relationships. Students will explore self-of-the-therapist issues in relation to the course topics as well as develop professional skills around research, writing, and presentations.

DCFT-724 Advanced Family Therapy with Children and Adolescents 3 Credits

This is an advanced course that focuses on therapy with children and adolescents in the context of the family system. Issues covered include, but are not limited to, parental divorce, disordered eating, and growing up in a high-tech world. Students will explore self-of-the-therapist issues in relation to the course topics as well as develop professional skills around research, writing, and presentations.

DCFT-725 Grief and Loss Through the Family Life Cycle 3 Credits

This advanced 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, burnout, and compassion fatigue.

DCFT-730 Advanced Issues of Culture and Diversity in CFT 3 Credits

This doctoral course is designed to help students critically examine issues of diversity and dimensions of culture as it pertains to families, family therapy, and themselves as therapists and citizens of the world. The course will explore race, ethnicity, socioeconomics, gender, sexual orientation, geographical variables, migration, and spirituality. Students will be encouraged to think of themselves as complex cultural beings and will be challenged to

explore their inner thoughts, perceptions, beliefs, interactions, and behaviors. 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.

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. The course is designed to prepare students for the development of their dissertation proposal.

DCFT-741 CFT Statistics 3 Credits

This course 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 students for the statistical analysis in their doctoral dissertation.

DCFT-742 CFT Quantitative Research Methods 3 Credits

Prerequisite: DCFT-741. 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 students for the development of their dissertation proposal.

DCFT-743 CFT Qualitative Data Analysis 3 Credits

Prerequisite: DCFT-740. This course provides an in-depth study of various qualitative research approaches and related data-collection methods. As a result of the course, students are expected to be familiar with ways of analyzing different types of qualitative data corresponding to the purpose and the design of the research model. Students are expected to be proficient in applying computer software, such as InVivo and AtlasTi, to enter, analyze, and induce the results of the research. The course is designed to prepare students for qualitative analysis in their dissertation proposal.

DCFT-780 Grant Writing 1 Credit

Students will be introduced to the basics of grant writing. This course will provide an overview of the mechanics of writing a grant proposal, develop skills in finding funding opportunities, and cover the essentials of grant management.

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 solve problems in the therapist-client relationship. 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.

DCFT-750 Professional Development Seminar I 1 Credit

The purpose of this seminar is to continue to facilitate the development of a professional identity as a couple and family therapist, specifically focusing on career goals beginning with developing prospective plans around internship. This seminar will also focus on self of the therapist, which is foundational to our program.

DCFT-790 Professional Development Seminar II 1 Credit

This seminar is taken in the last summer semester of coursework in the program. The focus is to prepare students for successful completion of their degree. Tasks will include securing the dissertation committee, finalizing the topic of research, and developing an outline and timeline to guide students throughout their dissertation.

DCFT-703 CFT Practicum – Clinical Practicum and Seminar I 3 Credits**DCFT-704 CFT Practicum – Clinical Practicum and Seminar II 3 Credits****DCFT-705 CFT Practicum – Clinical Practicum and Seminar III 3 Credits**

Each doctoral student will complete three semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced CFT clinical skills. Students will also attend a weekly practicum seminar provided by an AAMFT Approved Supervisor or Supervisor Candidate including individual and group supervision. Rotating case presentation using notes and audiotapes/videotapes to focus on advanced theoretical analysis, skills building, and case consultation as well as a focus on self of the therapist will be included. This course moves the student beyond the doctoral-level theory courses to the application of advanced clinical skills.

DCFT-763 Doctoral Qualifying Exam 0 Credits

The qualifying examination provides an opportunity for students to demonstrate their ability to make contributions that advance the field in theory, practice, supervision, instruction, leadership, and scholarly work relevant to their areas of developed expertise. Specifically, students will demonstrate their competency across the program's student learning objectives (SLOs).

DCFT-865 CFT Doctoral Internship I 1 Credit**DCFT-866 CFT Doctoral Internship II 1 Credit****DCFT-867 CFT Doctoral Internship III 1 Credit**

Prerequisites: Successful completion of coursework (with the exception of some electives by approval of the Department Chair) and clinical practicum. Following the completion of academic and practicum requirements, doctoral students must complete an internship following the guidelines included in the CFT Handbook. Students are expected to develop their own internship with guidance by the Clinical Training Director.

DCFT-868 CFT Doctoral Internship Part-Time I 1 Credit**DCFT-869 CFT Doctoral Internship Part-Time II 1 Credit****DCFT-870 CFT Doctoral Internship Part-Time III 1 Credit****DCFT-871 CFT Doctoral Internship Part-Time IV 1 Credit****DCFT-872 CFT Doctoral Internship Part-Time V 1 Credit****DCFT-873 CFT Doctoral Internship Part-Time VI 1 Credit**

Prerequisites: Successful completion of coursework (with the exception of some electives by approval of the Department Chair) and clinical practicum. Following the completion of academic and practicum requirements, doctoral students must complete an internship following the guidelines included in the CFT Handbook. Students are expected to develop their own internship with guidance by the Clinical Training Director.

DCFT-876 CFT Dissertation I and Proposal Defense 1 Credit

Preparation and completion of the dissertation proposal, including the first three chapters: introduction, literature review, and methodology. Once this proposal document has been deemed ready by the Chair for review, the student will submit the document to the entire committee for formal review. The doctoral student defends the proposal in an oral presentation to the dissertation committee. With the approval of the committee, the student may then register for DCFT-877. If the proposal is denied, the student must work with the Chair to revise the original proposal or submit a new proposal, continuously enrolling in DCFT-876 until the proposal has been successfully defended.

DCFT-877 CFT Dissertation II 1 Credit

Prerequisite: DCFT-876. Students will submit their study for review by Adler University's Institutional Review Board (if necessary). Completion of this phase is the goal of DCFT-877. Once IRB approval has been granted, the student may complete the necessary actions to conduct research and write the document. If the student opts to do an approved project that does not require IRB approval, the student will develop significant goals in concert with the Chair to demonstrate completion of DCFT-877. Students are also required to have attended at least one dissertation defense prior to completion of DCFT-877.

DCFT-878 CFT Dissertation III and Defense 1 Credit

Prerequisite: DCFT-877. Once DCFT students have received IRB approval and/or successfully completed the goals of DCFT-877, they can enroll in the DCFT-878. Completion of the project is the goal, including preparation for oral defense. Students successfully defend their doctoral dissertation before the dissertation committee. Any required revisions must be completed within the semester the student is registered for DCFT-878. Continuous registration will be required until the defense has been passed and the document has been approved and submitted.

ELECTIVES:**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 Sex Therapy: Theory and Techniques 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-5 diagnoses and intervention explicitly designed for specific sexual disorders. Contextual issues such as gender, sexual orientation, culture, and power also will be explored.

DCFT-732 Integration of Religion and Spirituality in CFT 3 Credits

This course is designed to increase the sensitivity and competence of clinicians to the spiritual concerns of individuals, couples, and families. This sensitivity includes familiarity of the research on spirituality and relationships; basic knowledge of diverse spiritual/religious paths; and 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 Credit

This course explores perspectives on lesbian, gay, bisexual, transgendered, and other sexual minority communities as it pertains to couple and family therapy. This course examines how heterosexism, homophobia, and gender norms influence gender identity development. Aspects of gender development, life span development, and postmodern theory are used in discussing the impact of culture, social justice, and power/privilege on sexual minority communities. Self-of-the-therapist issues and dimensions of culture are examined throughout the course.

DCFT-736 Medical Family Therapy 3 Credits

This course will address biopsychosocial 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 healthcare professionals will be discussed.

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.

DCFT-747 CFT Supervision of Supervision I 1 Credit

DCFT-748 CFT Supervision of Supervision II 1 Credit

DCFT-749 CFT Supervision of Supervision III 1 Credit

Prerequisite: DCFT-745. This series of three one-credit courses is for advanced CFT doctoral students and supervisor candidates and can only be taken after all other course curriculum has been completed and with special approval by the Department Chair. Students must register for all three credits in consecutive semesters: fall, spring, and summer. It is designed for supervisor candidates who are providing supervision to master's program 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, integration of dimensions of culture with a social justice lens, and application of and revision of the student's personal model of supervision.

DCFT-781	CFT Instruction I	1 Credit
DCFT-782	CFT Instruction II	1 Credit
DCFT-783	CFT Instruction III	1 Credit

This series of three one-credit courses is for advanced CFT doctoral students and can only be taken after all other course curriculum has been completed and with special approval by the Department Chair. It is designed for students who are interested in moving into academia or adjunct instruction in the field. In DCFT-781, the student will have the role of TA of a CFT course. In DCFT-782, the student will have the role of co-instructor of a CFT course. And in DCFT-783, the student will take lead in instruction of a CFT course with mentorship of the faculty.

DCFT-789	Creative Interventions with Couples and Families	1 Credit
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This one-credit doctoral elective course covers the Kinetic Family Drawing, Self-as-Animal, the Family Floor Plan, Sand Tray, Build-a-House, Video Play Therapy, Family Puppet Interview, Family School, and Music Therapy. This is a hands-on experiential class.

DCFT-870	International Immersion and Cross-Cultural Studies	3 Credits
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Prerequisite or concurrent enrollment in MCFT-660 or equivalent. This course will provide master's and doctoral students with a cultural-immersion experience outside of the United States. Students will be engaged in a nonclinical 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. This course has additional costs including travel, room and board, and spending money.

DCFT-871	CFT Research Application	3 Credits
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This course will provide select doctoral students the opportunity to work on an active research project, applying knowledge and skills from a systems perspective that will contribute to the field. Students will be engaged in all stages of a research project under the direct supervision of a CFT. This course will enhance student's understanding of research and provide the optional opportunity to continue working on the project by registering for DCFT-872, DCFT-873, and DCFT-874. Registration for this opportunity is selective and can only be done with permission of the instructor and the Department Chair.

DCFT-872	CFT Research I	1 Credit
DCFT-873	CFT Research II	1 Credit
DCFT-874	CFT Research III	1 Credit

Prerequisite: DCFT-871. These one-credit courses are for CFT doctoral students who would like to continue the research project started in DCFT-871. Students are not required to register for all three, but may continue to register for the duration of the project. If the project continues longer than the three semesters, the student may continue and finish the research project on his or her own with permission of the lead investigator. Enrollment in DCFT-872, DCFT-873, and DCFT-874, requires permission of the instructor (i.e., lead investigator) and Department Chair.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION

Program Mission

The mission of the Doctor of Philosophy in Counselor Education and Supervision program is to provide advanced training and academic orientation for practicing counselors to become expert clinicians, counselor educators in teaching, supervisors and trainers of the new generation of counselors, researchers and scholars, as well as leaders and advocates in the field of counseling. The program is designed to develop students' expertise and excellence in teaching, research, leadership and advocacy, advanced counseling, and supervision. Through the integration of reflective, experiential, and participant learning and social engagement, students are expected to become professionals who are also critical thinkers and courageous leaders, multiculturally competent, aware of self and the needs of others; in short, practitioners who are ethically and socially conscious and responsible in all settings of their professional involvements.

Program Overview

The program consists of a total of 60 credit hours, including 45 credit hours of core courses and electives, nine credit hours of dissertation, and six credit hours of practicum and internship experiences. Students are expected to complete the curriculum in three years, or four years for part-time students. Program requirements include:

- Completion of core courses and electives (45 credit hours)
- Completion of field training, practicum (two credit hours), and internship (four credit hours)
- Completion of dissertation (nine credit hours)
- Passage of CES Comprehensive Exam

Program Learning Outcomes

The DCES program learning outcomes were developed based on the Doctoral Accreditation Standards of Counselor Education and Supervision, Section IV, Doctoral Learning Outcomes, set forth for the Council for Accreditation of Counseling and Related Programs as well as the institutional learning outcomes at Adler.

Program Learning Outcome 1: Demonstrate an in-depth understanding and identification of the various roles of counselor educators in the training and supervision of counselors, teaching, advancing the standards, knowledge, and skills based on the profession of counseling, research and scholarly work, advocating for the welfare of those whom they serve, and advocating for and leadership within the profession.

Program Learning Outcome 2: Demonstrate a conceptual understanding of and ability to apply various theories and models in the supervision of counselors with reference to the characteristics of the counselor supervisees, clinical settings, and relevant therapeutic issues.

Program Learning Outcome 3: Demonstrate the ability to apply, evaluate, and integrate theories from both individual and systems perspectives in the provision of interventions in different practice areas in counseling and in serving diverse populations.

Program Learning Outcome 4: Demonstrate competencies in applying teaching strategies, instructional theories, and evaluative measures in the development of curriculum and teaching modules pertaining to counselor education and the training of counselors.

Program Learning Outcome 5: Demonstrate an in-depth understanding and ability to design and implement sound scholarly research from both quantitative and qualitative paradigms and methodologies. This involves displaying an awareness and understanding of the importance of research and the ability to conceive of research as a researcher. An additional ability is to have the capability to ask proper research questions that lead to proper research designs capable of producing substantial scholarly contributions to the profession.

Program Learning Outcome 6: Demonstrate an advanced understanding of social change theories and a keen awareness of social justice issues and their respective causes from social, cultural, and systemic perspectives.

Program Learning Outcome 7: Demonstrate an in-depth understanding of the role of counselor educators in social changes and advancement of the counseling profession, and ability to utilize leadership and advocacy models in order to initiate changes with reference to topical and political conditions.

Program Learning Outcome 8: Demonstrate a high level of awareness and aptitude in assessment and evaluation as well as evidence-informed practices in areas of counseling, teaching, supervision, advocacy, and program development.

Program Learning Outcome 9: Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy.

Program Learning Outcome 10: Demonstrate a commitment to socially responsible practice and adherence to ethical standards established by the profession and to regulations set up by local, regional, and national authorities.

Program Learning Outcome 11: Demonstrate multicultural competencies in all aspects of practice as a counselor educator, with advanced understanding of the impact and management of diverse factors in the preparation of counselors, provision of treatment and intervention for clients, promotion of client welfare, development of programs and services, observation of ethical and legal standards, and initiation of social change through political venues and strategies.

Program Learning Outcome 12: Forms an identity and function of that of a scholar capable of actively contributing to the knowledge base of the profession, as well as to the knowledge base of the mental health professions in general, through scholarly publications. This can be done conceptually through scholarly writing in the form of analysis of the literature, designing research-based models, or constructively writing articles analyzing the profession itself with the intention of improving it. This also involves not only the ability to conduct quantitative and qualitative research, but also the ability to logically conceive and put in writing both the results and the implications of those results in the venue of scholarly, peer-reviewed journal articles and books.

Licensure and Credentials

The aim of the program is to provide advanced training for licensed counselors or mental health professionals who are eligible for master's-level licensure in Illinois or other states.

The goal of the program is not the preparation of its students for any type of counselor licensure that only requires a master's as the highest degree for its eligibility. However, if students' master's-level training does not equip them for licensure as a professional licensed counselor in Illinois, students may be able to attain such a credential through this proposed Ph.D. program in the following manner:

- If students graduated from a 48 or more credit hour program in counseling or a related field, and completed the practicum and internship requirements, they can make up the licensure course requirements through the program admission prerequisites or courses in the Ph.D. program.
- If students came from a master's-level program with fewer than 48 credit hours, they will need to use this doctoral program as the primary degree when applying for licensure. Besides taking the necessary admission prerequisites, students may also need to have additional clinical internship hours in order to fulfill the state pre-licensure clinical training requirements.
- If students want to use this degree for licensure requirements of other states, they will need to work with their advisor to see what additional courses and clinical practicum and internship hours are needed.

This program is designed to accommodate the multiple life demands of working professionals. Classes are mostly offered in weekend, evening, blended, or fully online format. Students can complete the program in three years on a full-time basis or four years part time.

Minimum Admission Requirements

- A master's degree in counseling or a related field from a regionally accredited U.S. institution or a comparable degree from an international institution.
- Applicants who did not graduate from CACREP-accredited or equivalent programs will be required to complete the equivalency requirements in addition to the doctoral curriculum. (See prerequisites of the program below).
- An academic record that demonstrates ability to fulfill the academic demands of the program. Successful applicants typically have a grade point average of 3.25 or higher on a 4.0 scale for graduate-level coursework.
- Completion of clinical training, a practicum, and/or internship as part of a master's program.
- Approved applicants will be invited to complete an interview as part of the application process.

Program Prerequisites

Applicants are expected to have adequate coursework in the following areas. Applicants who did not graduate from a CACREP-accredited or equivalent program will be assessed to determine whether they have adequate coursework in the following master's-level counseling course areas, and whether they need to complete additional master's-level courses prior to the beginning of the doctoral program.

Course Areas and Equivalent Courses at Adler

COUN-532	Professional, Legal, and Ethical Issues in Counseling
COUN-534	Counseling Skills
COUN-533	Counseling Theories
COUN-622	Human Growth and Development
COUN-536	Counseling Multicultural Communities
COUN-540	Group Counseling
COUN-626	Appraisal and Assessment
COUN-625	Research and Program Evaluation
COUN-629	Career Development Theories and Interventions
COUN-535	Diagnosis of Maladaptive Behavior
COUN-618	Couple and Family Counseling, or a course in systems theory/child & adolescent counseling

Clinical training: counseling practicum/internship (a minimum of 600 hours)

Application Requirements

- Application for admission
- Application fee
- Statement of intent
- Resume or curriculum vitae
- Official transcripts from each undergraduate and graduate school attended
- International transcripts must be evaluated by a transcript evaluation service (wes.org or ece.org). Please contact us for specific transcript translation requirements.
- Three letters of recommendation accompanying the Adler University recommendation form

Appropriate recommendations are from professors and/or supervisors from significant work or volunteer experiences who can appraise your academic or professional performance.

Degree Requirements

Core Curriculum

DCES-700	Professional Orientation and Scholarly Endeavors I	1 cr.
DCES-701	Professional Orientation and Scholarly Endeavors II	1 cr.
DCES-702	Professional Orientation and Scholarly Endeavors III	1 cr.
*DCES-703	Advanced Counseling Theories and Career Development	3 cr.
DCES-704	Advanced Multicultural Counseling, Advocacy, & Leadership	3 cr.
**** DCES-705	Pedagogy in Counselor Education	3 cr.
*** DCES-706	Clinical Supervision and Consultation	3 cr.
*DCES-707	Advanced Assessment, Diagnosis, and Treatment Planning	3 cr.
DCES-801	Program Research, Evaluation, and Development	3 cr.
DCES-805	Advanced Techniques in Counseling & Psychotherapy	3 cr.
DCES-803	Trauma, Crisis, and Disaster Interventions	3 cr.
DCES-821	Qualitative Research Methods in Counseling	3 cr.
DCES-822	Quantitative Research Methods in Counseling	3 cr.

DCES-823	Applied Statistics and Analyses in Research	3 cr.
	<i>or</i>	
DCES-824	Qualitative Data Analyses in Research	3 cr.
DCES-825	Clinical Research in Counseling and Psychotherapy	1 cr.
	Electives	6 cr.

Students may choose two three-hour courses offered by the program, or 700- or 800-level courses listed in the department elective menu with approval from their advisors.

*Prerequisite for Advanced Clinical Counseling Practicum

**Prerequisite for Social Justice Internship

***Prerequisite for Internship Experience with supervision

****Prerequisite for Internship Experience with teaching

Field Training: Practicum

DCES-850	Advanced Clinical Counseling Practicum and Seminar	2 cr.
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Field Training: Internships

Internships and seminars listed below can be taken concurrently, except for Social Justice Internships.

Required Internship Experiences

DCES-851	DCES Internship and Seminar I (Supervision)	1 cr.
DCES-852	DCES Internship and Seminar II (Counseling Group Supervision)	1 cr.
DCES-853	DCES Internship and Seminar III (Research)	1 cr.
DCES-854	DCES Internship and Seminar IV (Teaching)	1 cr.

For students who had taken Social Justice Practicum or similar program requirement in their master's-level studies prior to the admissions to the Ph.D. CES Program at Adler:

DCES-855	DCES Internship and Seminar V	1 cr.
DCES-856	DCES Internship and Seminar VI	1 cr.

For students who did not have Social Justice Practicum or similar program requirement in their master's-level studies prior to the admissions to the Ph.D. CES Program at Adler are required to Social Justice Internship in the fall and spring semesters of students' third year in the program.

DCES-857	DCES Social Justice Internship I	1 cr.
DCES-858	DCES Social Justice Internship II	1 cr.

DCES Comprehensive Examination

DCES-900	DCES Comprehensive Examination	0 cr.
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Dissertation

DCES-901	DCES Dissertation I	3 cr.
DCES-902	DCES Dissertation II	3 cr.
DCES-903	DCES Dissertation III	3 cr.

***Should students not be able to complete their dissertation after DCES Dissertation III, they are required to register for DCES 904, DCES Dissertation Continuation courses until the completion of the dissertation.

Total Credit Hours Requirement: 60 hours

Field Training: DCES Practicum and Internship

The DCES practicum and internship provide students a forum to enrich their professional portfolios and strengthen their career possibilities and potentials as expert clinicians, supervisors, researchers, scholars, and counselor educators. Students will work with their faculty advisors to tailor their individual practicum and internship experiences in order to enhance their professional goals. As a result, students will be responsible for developing their practicum and internship training sites and opportunities with assistance and support from their faculty advisors.

The Advanced Clinical Counseling Practicum provides students a forum to be expert clinicians and advance their clinical counseling skills and experiences in their preferred areas. It consists of a minimum of 100 hours of clinical work, including 40 direct hours. Students are expected to complete these requirements in the time line with the approval of their faculty advisor.

The Counselor Education and Supervision Internship provides students venues to be trained in supervision, teaching, research, and other advanced professional experiences. Students are required to complete 600 hours of internship.

Students can complete these elements of internship in sequence or simultaneously. When formulating internship plans, students should consider using the experience to enhance their career profile and where possible, specialty areas. In addition to the field hours and site supervision, students are required to register for seminars for group supervision and support.

MANDATORY INTERNSHIP EXPERIENCES

- Supervision individual and group (minimum, 200 hours),
- Teaching (minimum, 100 hours), and
- Research (minimum, 100 hours). Students are to participate and assist with either current research projects or initiate research projects with faculty members or the community at large.
- DCES 857 & DCES 858 Social Justice Internship I & II

Students who did not have Social Justice Practicum or similar program requirement in their master's degree program prior to their admission to the doctoral CES program are expected to complete 200 hours of internship in the area of community services, leadership, or advocacy in the fall and spring semester of their third year.

OPTIONAL EXPERIENCES

In addition to the mandatory experiences, students may choose to complete their internship hours with one or a combination of the following:

- New area of clinical counseling,
- Program development,
- Consultation,
- Professional leadership, and/or
- Other (approved by faculty advisor or the doctoral training director)

DCES Comprehensive Examination

Students can apply for the candidacy examination during the last semester when they are finishing all the core courses and may take the examination in the following semester while working on the electives (option). The examination is composed of two parts: Part I is about the integration of theories and practice in the core curriculum areas of practice, advocacy, teaching, supervision, and research. Responses to the questions are to be completed in 10 days. Part II is a question related to the student's specialty area. The specialty question will be jointly developed by the student and his/her advisor, and it must be approved by the Program Director. The student is to complete Part II of the candidacy examination in five days. Students have to pass the candidacy examination before entering dissertation and related courses.

DCES Dissertation

Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be structured and oriented toward adding to the knowledge base of Counselor Education in one or more of the five core competencies in the field (teaching, supervision, advocacy, research, and counseling practice). Students start to formulate their research area during first-year courses, such as Professional Orientation and Scholarly Endeavors, and will refine their research topic as they are taking their research courses. Faculty advisors will assist them during the process of establishing a dissertation committee, which will guide students to complete their dissertations in compliance with the required format and standards.

Graduation Requirements

1. Satisfactory completion of all core courses (39 credit hours) and electives (six credit hours).
2. Satisfactory completion of 100 practicum hours at an approved practicum site.
3. Satisfactory completion of 600 internship hours at an approved internship site.
4. A cumulative grade point average of 3.0 or higher.
5. Successful completion of the CES Comprehensive Exam.
6. Successful completion of a doctoral dissertation and oral defense.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

Doctor of Philosophy in Counselor Education and Supervision Course Descriptions

DCES-700

Professional Orientation and Scholarly Endeavors I

1 Credit

This is the first course of a three-course sequence (DCES 700, 701 & 702). This course aims at fostering the development of the counselor educator identity among the students. It will orient students to the role of counselor educator and their ethical and legal responsibility as a scholar, trainer, supervisor, and gatekeeper of the profession. With the assistance from the course instructor and/or faculty mentor, students will start formulating a plan to develop their specialty area(s) through either mindful development of practicum and internship experiences and/or integrating the specialty area in the dissertation research and conference presentations. Students will also start building a professional portfolio and a

plan for their leadership and involvement in professional organization. Practicum and internship planning and application process, and the Institutional Review Board approval procedures will be discussed. A primary focus of the course is to train students in the process of scholarly research, writing, and publication, along with the understanding of the rules and principles of the APA style. Students will also become familiar with the processes and resources available for the production of original research and involvement in professional organizations.

DCES-701 Professional Orientation and Scholarly Endeavors II 1 Credit

Prerequisite: DCES-700. In this second course of the three-course sequence (DCES 700, 701 & 702), this course aims at strengthening the development of the counselor educator scholarly identity as an active contributing member dedicated to the profession. It will emphasize students' actual involvement in counseling organizations. Ethics regarding writing, publishing, and conducting scholarly activities will be discussed. With the assistance and guidance from the course instructor and/or faculty mentor, students will start implementing their plan of research specialty area by conducting a more in-depth literature review regarding the area and refine their interests and explore possible research and dissertation avenues regarding the topic. Students will explore scholarly presentation and publication opportunities. During the course, they will also start the search for practicum opportunities for second fall semester.

DCES-702 Professional Orientation and Scholarly Endeavors III 1 Credit

Prerequisite: DCES-701. In this last course of the three-course sequence (DCES 700, 701 & 702), this course aims at further strengthening the development of the counselor educator identity as a scholar and active contributing member to the literature of the field. It will emphasize the actual development and implementation of scholarly manuscripts for submission to major peer-reviewed counseling journals. The submission process is discussed. Further refinement of the literature review of the specialty area is done so as to form a foundation for the literature review for students' dissertation as well as a paper to be submitted to scholarly journals by the end of the semester. To conclude this professional orientation course sequence, students will learn the construction of a CV as part of their professional profile.

DCES-703 Advanced Counseling Theories and Career Development 3 Credits

This course provides doctoral-level counseling students with an advanced, in-depth understanding of traditional, contemporary, and emergent theories of counseling and psychotherapy as well as career counseling. The philosophical assumptions and underpinnings of the major counseling and career theories are examined in such a way as to enhance the understanding and practice of psychotherapy and career counseling at a level well beyond the foundational study of these fields in master's-level programs. The course is grounded in the research literature on effectiveness and models of psychotherapeutic change. The importance of the therapeutic relationship is emphasized along with advanced practices with diverse populations in the context of oppression, liberation, and social justice. There is a focus on infusing Adlerian theory as part of the greater context of psychotherapy integration in its five major manifestations (common factors, technical eclecticism, theoretical integration, assimilative, and teleological integration). The underlying theme of the entire course is on enhancing the understanding and skill level of students, with the focus being on dialectically recognizing and meeting the therapeutic needs of the client rather than the dogmatic acceptance of the counselor's preferred theoretical filter.

DCES-704 Advanced Multicultural Counseling, Advocacy, & Leadership 3 Credits

This course is designed to strengthen doctoral students' ethical and multicultural competencies as counselors/practitioners, counselor educators, supervisors, and researchers. In addition, this course also focuses on students' understanding of leadership and advocacy models and development of advocacy and leadership skills. Students are required to explore and analyze current policies and resources that are impacting their practice and the welfare of their clients, and formulate advocacy strategies and plans for social changes. Self-reflection and confronting personal biases are also part of the course content along with the practice and application of social justice in the context of race, gender, age, white privilege, nonheterosexual populations, and other diversity issues.

DCES-705 Pedagogy in Counselor Education 3 Credits

This course is designed to orient doctoral-level counseling students to the major teaching and learning theories, perspectives, and developmental trends in the field of counselor education. The course includes in-depth discussion of teaching methods, pedagogy, learning styles, and characteristics of effective teachers. Also covered are issues related to accountability, accreditation, program evaluation, program development, and the role of professors as counselor educators. The course will also emphasize the role of counselor educators in training and preparing beginning and advanced counselors to make contributions to the field. Specifically addressed in the course is how to effectively teach the counseling relationship, use of techniques, counseling process factors, and effective modes of presentation, as well as criteria for gatekeeping, ethical and legal responsibilities, leadership, and becoming a successful professor of counselor education. Other foci include an in-depth exploration of pedagogical techniques, use of technology in teaching, online teaching and curriculum design, writing of learning outcomes and objectives, construction of a syllabus, and assessment of teaching and learning outcomes and evaluations. Throughout the course, students will also develop their teaching philosophy and learn how to find positions in higher education.

DCES-706 Clinical Supervision and Consultation 3 Credits

This course is designed to explore and apply theoretical and practical knowledge of clinical supervision and consultation models in clinical and mental health settings. Through role-play, case studies, and other experiential learning, students acquire supervisory and consultation skills and strategies with consideration of supervisees' development cycles, characteristics, theoretical orientations, and cultural backgrounds. Students will also learn about the multiple roles associated with the supervisory role, as well as the role of a consultant.

DCES-707 Advanced Assessment, Diagnosis, and Treatment Planning 3 Credits

This course aims at advancing students' clinical competencies in conducting biopsychosocial assessment, case conceptualization, treatment planning, and assessing intervention outcomes as a form of research. Students will gain a better understanding of group and individual psychometric theories and approaches to assessment and learn to integrate assessment and diagnostic data to inform treatment strategies with reference to individual clients' characteristics and clinical needs. Students will be asked to critically examine the applicability of various assessment tools and diagnostic criteria in the DSM-5 among different clienteles through research evidence and application. The course will also focus on further refinement of students' ability to select, administer, and interpret tests and inventories to assess abilities, interests, and identify career options.

DCES-801 Program Research, Evaluation, and Development 3 Credits

This course will explore in-depth models of program evaluation and development. Students will learn about the application of research techniques and models to conduct needs assessments, input, process, and outcome program evaluation and use the evaluation data to inform program development or enhancement. Mixed research designs and action research will also be covered. Aspects of research related to program evaluation, grant writing, and fund acquisition for program development will be discussed. Students will also have a chance to explore funding opportunities for program development, as well as learn the role of program managers in observing state and federal accreditation and funding guidelines.

DCES-802 Advanced Systems, Couple and Family Counseling 3 Credits

This course provides advanced study in couple, family and systems theories, and major models of family and couple interventions. Students will examine current research theories and analyze the applicability of these theories and models to populations rooted in diverse cultural systems. Students are expected to be able to assess and conceptualize clinical issues in family situations and select treatment modalities with reference to the family and individual members' development cycle, dynamics of the family within the systems, and the effect of cultural factors and social issues on the family. There will be a special emphasis on the application of Adlerian concepts and principles when working with couples, family, and children. Clinical and developmental issues among alternative family structures will also be explored.

DCES-803 Trauma, Crisis, and Disaster Interventions 3 Credits

This course is designed to advance clinicians' knowledge and skills in responding to both small- and large-scale crises and trauma, as an individual practitioner and as part of an interdisciplinary team in an agency or a community. Students will study in-depth the effects of suicide, crises, disasters, and other trauma-causing events on persons of all ages, their respective family and community. Students will develop a foundation for the assessment of individuals' posttrauma biopsychological conditions and provision of treatment and intervention. In addition, vulnerabilities and at-risk populations will be analyzed. Professional, diversity, and ethical concerns in working with these at-risk populations and in the provision of treatments and interventions will be covered. Finally, the course also reviews issues affecting therapists who work with crisis, trauma populations and suggests strategies for self-care.

DCES-804 Advanced Group Counseling and Supervision 3 Credits

The course is designed to advance both students' theoretical understanding and skill level in actual practice in facilitating group dynamics. Several approaches to group work are covered, including wellness and personal growth, mental health, and therapeutic groups for diverse clientele, settings, and clinical issues. Students will be able to demonstrate competency in the conceptualization of group process, group stages, clinical issues, cultural factors, and in providing intervention to bring about therapeutic effects for its members. Evidence-based interventions and research on group effectiveness and design of group treatments are also emphasized along with the development of effective group leader characteristics and relationship styles. Students will develop supervisory skills and strategies in the training of entry-level to advanced group counselors. In addition, professional and ethical issues in leading groups in terms of both training and supervising group leaders will be discussed. The overall emphasis of the course is to produce group counselors and therapists with advanced understanding, skills, and effectiveness.

DCES-805 Advanced Techniques in Counseling & Psychotherapy 3 Credits

Prerequisite: DCES 703. As the logical extension of the Advanced Counseling Theories course (DCES 703), this course explores the wide range of techniques, strategies, procedures, and approaches in counseling and psychotherapy, all in the context of successfully treating mental and emotional disorders as well as bringing about enhanced states of wellness, well-being, and psychological freedom. Theory is not a focus for this course so much as actual techniques applied from an advanced integrative perspective. Techniques and procedures taken from such diverse schools as Adlerian, cognitive-behavioral, psychodynamic, Gestalt, existential, mindfulness and concentrative meditation, feminist, multicultural, and couple and family systems are explored. In addition, various models of change and change dynamics are applied, along with research findings on what brings about therapeutic change and positive outcomes in counseling and psychotherapy. Also covered is therapy with difficult clients. Skill building comprises a major part of the course, including empathy enhancement, timing, persuasion, clinical intuition, clinical decision making, and managing countertransference and projective identifications. The approach of the course is oriented around how to best serve the needs of clients while achieving therapeutic change sooner rather than later.

DCES-821 Qualitative Research Methods in Counseling 3 Credits

This course is designed to provide in-depth study in various qualitative research methods in counseling, program evaluation, education, and behavioral sciences. Students will learn to conceptualize, critique, and interpret qualitative research articles and to become intelligent consumers of research. Students will also become familiar with software for analyzing qualitative research data, recording, coding, and reporting of research data. Ethical and cultural strategies for interpreting and reporting the results of research and program development will also be covered.

DCES-822 Quantitative Research Methods in Counseling 3 Credits

This course focuses on the use of quantitative data, and application of both descriptive and inferential statistical research methods in the field of counseling, program evaluation, education, and behavioral sciences. Students will gain an in-depth understanding and application of various quantitative research designs, including survey techniques and correlational and experimental designs. Students will learn to critique and interpret quantitative research articles, validity, and reliability of the findings and to become intelligent consumers of research. Ethical and diversity issues in relation to quantitative research will also be examined. Students will acquire a conceptual understanding of data categorization and management, logistics of data collection and entry, and use of corresponding statistical analytical methods for different types of data and research approaches. They will also acquire a working knowledge of basic Excel and SPSS statistical functions.

DCES-823 Applied Statistics and Analysis in Research 3 Credits

Prerequisite: DCES-822. This course provides an overview of advanced statistical methods and techniques. Upon the completion of the course, students will be able to select and apply an appropriate multivariate statistical methodology with reference to the nature of the research and specific research questions. Students are expected to have a good command of the use of SPSS, or other computer programs, to manage data and conduct statistical analyses. Statistical approaches to be included in the course are multiple regressions, factor analysis including MANOVA, path analysis, multiple discriminant analysis, logistic regression, and structural equation modeling.

DCES-824 Qualitative Data Analysis in Research 3 Credits

Prerequisite: DCES-822. This course provides an in-depth study of various qualitative research approaches and related data-collection methods. As a result of the course, students are expected to be familiar with ways of analyzing different types of qualitative data corresponding to the purpose and the design of the research model. Students are expected to be efficient in applying computer software, such as AtlasTi, to enter, analyze, and induce the results of the research.

DCES-825 Clinical Research in Counseling and Psychotherapy 1 Credit

This course is specifically designed to examine the latest research in counseling and psychotherapy. Topics studied include outcome studies, comparison studies, meta-analyses, counseling/therapy effectiveness, evidence-based practices, empirically supported treatments, effect sizes, designing and testing new techniques, and the effects of various therapist characteristics such as empathy and authenticity. The course is geared toward helping students who intend to do dissertations involving clinical research.

DCES-850 Advanced Clinical Counseling Practicum and Seminar 2 Credits

Prerequisites: DCES-703, DCES-705, DCES-706. The Advanced Clinical Counseling Practicum aims at students' advancement of counseling skills in their chosen areas to that of an expert level. It requires a minimum of 100 hours at a mental health setting, including 40 hours of direct client counseling service in the form of individual, couple and family, and group counseling. When formulating practicum plans, students should consider that this is a means to either deepen or widen their current skills and career profile and experience. Practicum plan is subject to the approval of student's advisor or Program Director. In addition to the field hours and site supervision, students are required to register for DCES 850 and receive weekly individual or triadic supervision from a faculty member.

DCES-851 DCES Internship and Seminar I 1 Credit

Prerequisites: DCES-850, DCES-705, DCES-706. Students are required to complete 600 hours of internship. In this course, students are expected to provide supervision to either master's students who are in practicum or practicing counselors at an external site. Students apply supervision models and approaches learned in DCES 706, Clinical Supervision and Consultation, with program faculty supervision. Internship plans are subject to the approval of student's advisor or the Program Director.

DCES-852 DCES Internship and Seminar II 1 Credit

Prerequisites: DCES-703, DCES-705, DCES-706, DCES 850. This is a continuation of students' internship experience toward the goal of completing the 600-hour requirement, which includes the mandatory 100 hours of experiences in group leadership and supervision for master's students or groups at an external site. Internship plans are subject to the approval of student's advisor or the Program Director. In addition to the field hours and site supervision, students are required to register for the seminar for group supervision and support.

DCES-853 DCES Internship and Seminar III 1 Credit

Prerequisites: DCES-703, DCES-705, DCES-706, DCES 850. This is a continuation of students' internship experience toward the goal of completing the 600-hour requirement, which includes the mandatory 100 hours of experiences in research. Students can join an ongoing research project within or outside the university, participate in publication, scholarly writing projects, and/or grant writing activities in this internship experience. Internship plans are subject to the approval of student's advisor or the Program Director. Students are required to register for the seminar for group supervision and support.

DCES-854 DCES Internship and Seminar IV 1 Credit

This is a continuation of students' internship experience toward the goal of completing the 600-hour requirement, which includes the mandatory 100 hours of experiences in teaching. Students can assist department faculty or faculty in other master's-level counseling programs at other institutions. This must involve teaching of master's-level counseling courses. Students receive supervision from the instructors of these courses, as well as register for the seminar for peer consultation and faculty supervision. Internship plans are subject to the approval of student's advisor or the Program Director.

DCES-855 DCES Internship and Seminar V 1 Credit

This is a continuation of students' internship experience toward the goal of completing the 600-hour requirement, which includes 100 hours of experiences in one of the following areas: program development, clinical counseling, consultation, professional leadership, and/or other approved activities. Internship plans are subject to the approval of student's advisor or the Program Director.

DCES-856 DCES Internship and Seminar VI 1 Credit

This is a continuation of students' internship experience toward the goal of completing the 600-hour requirement, which includes 100 hours of experiences in one of the following areas: program development, clinical counseling, consultation, professional leadership, and/or other approved activities. Internship plans are subject to the approval of student's advisor or the Program Director.

DCES-857 Social Justice Internship I 1 Credit

The Social Justice Internship (SJI) is designed to advance students' degree of understanding of leadership in effecting change at the community and professional level. The overall experience serves as a catalyst for doctoral-level students to develop strengths and competencies in the context of lifelong responsibility for ethical and culturally relevant leadership and advocacy practices. Students will gain exposure to social problems at the systemic and policy levels in which marginalized communities experience social injury. In addition, the Social Justice Internship provides strategies of leadership in relation to current multicultural and social justice issues. Students must start SJI in the fall semester of their third year in the program and complete the internship by the last day of spring term. SJI requirements include (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJI presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJI. The SJI may not be waived, and life credit is not admissible to meet this requirement.

DCES-858 Social Justice Internship II 1 Credit

This is a continuation of the Social Justice Internship (SJI), which is designed to advance students' degree of understanding of leadership in effecting change at the community and professional level. The overall experience serves as a catalyst for doctoral-level students to develop strengths and competencies in the context of lifelong responsibility for ethical and culturally relevant leadership and advocacy practices. Students will gain exposure to social problems at the systemic and policy levels in which marginalized communities experience social injury. In addition, the Social Justice Internship provides strategies of leadership in relation to current multicultural and social justice issues. Students must start SJI in the fall semester of their third year in the program and complete the internship by the last day of

spring term. In the spring term, students can continue their previous work or embark on another approved project or activity. SJI requirements include (1) completion of a minimum of 200 hours, (2) attendance at a monthly Campus Community Engagement workshop, and (3) a formal SJI presentation at the Annual Community Engagement Symposium. Students must also receive a grade of “Pass” for the midterm and final evaluation to receive credit for completing the SJI. The SJI may not be waived, and life credit is not admissible to meet this requirement.

DCES-891 Counseling Children and Adolescents 3 Credits

This course provides an overview of theories, techniques, and developmentally appropriate approaches to counseling children and adolescents (ages 5–18) in school and mental health settings. Emphasis will be given to the counselors’ understanding of the impact of family structures, school settings, and social-environmental factors on the development, wellness, and mental health of this particular population. Students will be asked to examine research- and evidence-based intervention, as well as legal, diversity, and ethical issues when formulating treatments. Moreover, students’ understanding of their collaborative roles with the children’s family, school systems, and community resources is also a focus. Counseling issues of special populations (children with different levels of abilities, foster homes, children of nonmainstream family structures, etc.) within this age group will also be discussed.

DCES-892 Advanced Adlerian Counseling and Parent Education 3 Credits

This course provides an in-depth exploration of the use of principles of Alfred Adler’s Theory as a basis for understanding the development of an individual’s unique style of living or personality in counseling individuals and guiding family structures and interactions. The application of the Adlerian approach in family and parental education in the contemporary diverse society will also be discussed. Upon the completion of the course, students are expected to be able to design family programs and parental workshops based on the Adlerian principles in application to diverse mental health and community settings.

DCES-893 Veterans and Military Family Counseling 3 Credits

The course provides an overview of the psychological and relational issues confronted by active military personnel and veterans as well as by their immediate and extended families and loved ones. Students will develop skills and familiarity with the assessment and formulation of specific intervention strategies to counsel and embrace the functioning of active military personnel, veterans, and their families with reference to empirically supported intervention models and practice. Emphases will be put on the students’ development of strategies in establishing therapeutic alliances with military or veteran families of diverse or minority cultural backgrounds and those who have dealt with loss and/or injury upon the return of both emotionally and physically damaged military members. Both assessment of risk and protective factors, and responding and coping strategies, for active service persons, their families, and communities will be discussed. Students will also study pertinent clinical issues and treatment strategies including combat-induced stress reaction and post-traumatic stress disorder, depression, and substance abuse issues. Career and post-military life planning issues will also be a focus of the class. In-depth discussions on legal restrictions, military guidelines and regulations, and professional and ethical considerations will be included.

DCES-894 Technology and Counseling in DCES 3 Credits

This course investigates the use of technology and electronic media in the provision of long-distance or virtual counseling, supervision, and consultation. Software for record keeping and training will be explored. There will be in-depth discussion on professional and ethical issues involved in the use of technology in the field of counseling including credentialing, international counseling, client confidential issues, training and supervision issues from the perspectives of the training institutes and agencies, and others.

DCES-895 Special Topics for Counseling Diverse Populations in DCES 3 Credits

This is a general course that will, in different manifestations, vary in content depending on faculty expertise and student interest. Regardless of the topic, students will explore an in-depth examination of clinical issues involved with the target population, respective theoretical and evidence-based treatment interventions, all related to diversity and ethical considerations. Doctoral students will also investigate the training and supervision of counselors who work with the chosen population.

DCES-896 Leadership in Mental Health Practice 3 Credits

This course is tailored for those students who plan to take on leadership and administrative roles in mental health agencies and practice. Students will collaborate on in-depth examinations on the principles of development, management, and evaluation of programs and service-delivery formats. This includes the contexts of public mental health policies, financing, and regulatory processes considered from local, state, and federal perspectives. The role of a community agency leader in relation to risk management and coordination in the response to crises, disasters, and trauma will also be discussed. Special emphasis will be given to the responsibilities of administrative personnel in embracing the development and welfare of agency employees. Adlerian principles will be integrated into theories and practicing models with regard to students' study and development of leadership, managerial, and supervisory skills. Finally, the course will guide the students' recognition and realization of the interrelationship of leadership in agencies with leadership in the community in order to become agents for social change and provide advocacy and aid for those in need.

DCES-900 DCES Comprehensive Examination 0 Credits

Prerequisite: Completion and passage of all core courses with a grade of B or higher.

Students can apply for the comprehensive examination during the last semester when they are finishing all the core courses and may take the examination in the following semester while working on the electives (option). The examination is composed of five parts: Part I is concerned with counseling theories and practice. Part II is concerned with professional issues such as, but not limited to, counselor identity, advocacy, and teaching. Part III addresses the area of clinical supervision. Part IV addresses the area of research. Part V focuses on students' teaching orientation, philosophy, and competencies. Responses to the questions are to be completed in 10 days and should be replete with references. Students must pass the Comprehensive Examination before entering dissertation and related courses.

DCES-901 DCES Dissertation I 3 Credits

Prerequisite: DCES-900. Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be structured and oriented toward adding to the knowledge base of counseling and the five core competencies in counselor education (teaching, supervision, advocacy, research, and counseling practice). In this first course of dissertation, students are

expected to form their dissertation committees, make major progress on their dissertation proposal (chapters 1 & 2), and start formulating chapter 3, the methodology section with the consultation of a methodologist, the dissertation chair, and other committee members if appropriate. Students who cannot complete the objectives designated in DCES 901 will receive an incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 902.

DCES-902 DCES Dissertation II 3 Credits

Prerequisite: DCES-901. In this phase of the dissertation, students are to complete chapters 1, 2, and 3 with all the necessary supporting documents for the research project. Students are expected to coordinate an oral defense of the research proposal. After obtaining approval from the dissertation committee's proposal, students complete and submit their IRB application. At the end of the course, students are expected to earn the IRB approval or certification. Students who cannot complete the tasks designated in DCES 902 will receive an incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 903.

DCES-903 DCES Dissertation III 3 Credits

Prerequisite: DCES-902. Upon the approval of the study by the IRB, students can begin to implement the methodology of the dissertation research, including data collection and analysis. Students are to complete chapter 4, the writing of the results of the study using a relevant organizing scheme, and chapter 5, the discussion, conclusions, implications and recommendations sections. Students will need to coordinate an oral defense for the dissertation that includes all members of the dissertation committee. After the successful completion of the defense, students can conclude any final edits required by the committee and submit the final version of the dissertation. Professional editors can be used at this point. Students who cannot complete the tasks designated in DCES 903 will receive an incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 904.

DCES-904 DCES Dissertation Continuation 1 Credit

Prerequisite: DCES-903. This course is designed for students to continue to receive support and guidance from their dissertation committee after DCES 903. Students at this stage are expected to continue to analyze data and, at the least, outline a manuscript aimed toward publication of the study or literature review in a scholarly journal. Students will continue to register for this course until the completion of the dissertation.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

Admission Requirements

The Doctor of Psychology in Clinical Psychology (Psy.D.) program is designed to prepare students for the general practice of professional clinical psychology with a particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction (e.g., poverty, oppression, marginalization) and methods for ameliorating these broader factors (e.g., primary prevention and policy change). The program follows the practitioner-scholar model of training and education.

The 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, 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 on 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 Service Psychologists and state licensure guidelines.

The program currently offers students the opportunity to enroll in one of seven emphases: Military Clinical Psychology, Child and Adolescent Clinical Psychology, Advanced Adlerian Psychotherapy, Clinical Neuropsychology, Primary Care Psychology and Behavioral Medicine, Traumatic Stress Psychology, and Substance Abuse Treatment. A description of each emphasis can be found on the pages that follow.

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 (nine 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 on 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 on 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, not exceeding seven years. 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 9 credit hours per semester or 27 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 a one-year, full-time or two-year, 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

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). Qualifying examinations are important tasks integrated throughout the doctoral curriculum that provide students with the opportunity to integrate course material and practical training, reflect on their 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 covers 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 postdoctoral 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 clinical interview and mental status exam with a current client; a test-scoring component; 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 Psy.D. 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 failing grade on these exams indicates the student 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 the Student Development Committee to address areas of deficit and resubmit a new exam. Students who fail a doctoral qualifying exam for the second time will be referred to the Student Comprehensive Evaluation Committee.

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

Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. Ongoing involvement in community service and clinical activities at professional training sites, including Adler Community Health Services, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a nonclinical first-year Social Justice Practicum (SJP) 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 a 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 clinical practicum.

First-year students will spend 8 to 10 hours per week over the course of six months at an approved Social Justice 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 Social Justice Practicum I & II: Community Psychology (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 that meet the standards and requirements of the Social Justice 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 they must concurrently enroll in practicum seminars throughout their field training. A minimum total of 2,100 clock hours of clinical practica (combined for both practica) are 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 they must concurrently enroll in practicum seminars throughout the training year.

The Training Department works in collaboration with students in identifying clinical experiences that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Adler Connect, for detailed information.

Social Exclusion Simulation

First-year students participate in one of the Social Exclusion Simulations (SES) on multiple occasions during the academic year. This experiential learning exercise allows participants to “walk in the shoes” of individuals encountering “structural and systemic” barriers. 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.

Master of Arts in Clinical Psychology

Upon successful completion of all the requirements for the first two years of the Psy.D. degree, students who first matriculated in the Psy.D program Fall 2013 and forward are eligible to be awarded the Master of Arts in Clinical Psychology. This is a nonterminal degree, which is integral to the doctoral program. As a nonterminal degree, it does not serve as an independent clinical degree that is licensable.

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, except for dissertation defense, prior to beginning an internship. The Director of Training works closely with students to assess readiness to apply for, accept, and begin an internship and to identify appropriate internship sites. Students requesting to apply for an internship are reviewed by the department faculty including training faculty to determine eligibility and readiness. If the faculty raises concerns about a student's readiness to apply for an

internship based on academic, clinical, and/or professional comportment, the student will be referred to the Student Development Committee for review. All students are required to participate in the APPIC match process for internship placement. The Internship Handbook, available on Adler Connect, 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, program development and evaluation, and case studies 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. Students are encouraged to do so as early as possible. 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, PSY-737 (Statistics), PSY-738 (Research Methods in Clinical Psychology I), PSY-739 (Research Methods in Clinical Psychology II), and PSY-896 (Psy.D. Dissertation Preparation Seminar) must be completed before registering for PSY-897 (Psy.D. Dissertation Proposal), in which the student is expected to complete and defend a proposal for dissertation research. The successfully defended proposal; courses PSY-737, PSY-738, PSY-739, PSY-896, and PSY-897; and the completed Clinical Qualifying Examinations are all prerequisites to registration for 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.
* SJP-513	Social Justice Practicum I	1 cr.
* SJP-514	Social Justice 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-667	Professional Development and Socially Responsible Practice Seminar I	1 cr.
* PSY-668	Professional Development and Socially Responsible Practice Seminar II	1 cr.
* PSY-669	Diversity Seminar	0 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 in Clinical Psychology I	3 cr.
PSY-739	Research Methods in 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 (two)	6 cr.
PSY-XXX	Advanced Intervention Elective	3 cr.
PSY-XXX	General Electives (five)	15 cr.

Total Credit Hours Required: 114

*Successful completion of these courses is required before beginning practicum.

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

Selected General Electives*

PSY-706	Trauma-Focused Approaches to Intervention
PSY-756	Group Psychotherapy
PSY-757	Child & Adolescent Psychotherapy
PSY-758	Biofeedback
PSY-763	LGBTQ Issues Across the Life Span
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, and 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 emphases pending emphasis coordinator's approval. Please consult with your advisor regarding the variety of elective options available each term.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 2,100 minimum hours of clinical practicum.
3. Satisfactory completion of Social Justice Practicum I & II.
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.

Doctor of Psychology in Clinical Psychology Course Descriptions

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.

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, worldviews, 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.

PSY-645 Ethics and Professional Development in Clinical Psychology 3 Credits

This course is designed to provide students with a solid foundation for the ethical practice of professional psychology. Students will learn the American Psychological Association Ethical Principles of Psychologists and Code of Conduct, as well as the history of professional psychology and psychotherapy. A review of theories of social justice and their relationship to ethical decision making will be provided. This course will also introduce ethical guidelines for researchers and acquaint students with the Institutional Review Board (IRB), its functions, and requirements. The course will reinforce the basics of professional writing and provide an introduction to supervision, consulting, and leadership. Students will learn to apply ethical and professional decision-making skills to current issues facing the field of psychology.

PSY-648 Psychopathology I 3 Credits

This course examines historical and conceptual issues in diagnosis and psychopathology, including how wellness is differentiated from pathology. The course examines dimensional versus categorical models, diagnostic validity, the DSM-5 and its predecessors, models of personality development, and the biopsychosocial model of mental illness. Specific mental disorders covered in this class include the anxiety disorders, trauma, the obsessive-compulsive spectrum, mild to moderate depression, somatic symptom disorders, autistic-spectrum

disorders and the Cluster C personality disorders (e.g., avoidant, dependent, and obsessive-compulsive). A major focus of the course is DSM-5 diagnosis. Other topics will include etiology, epidemiology, behavioral genetics, developmental course, therapeutic outcome, psychopharmacology, policy, and advocacy issues. **Offered ONLY in the Fall term.

PSY-649 Psychopathology II 3 Credits

Prerequisite: PSY-648. This course is a continuation of PSY-648 with a focus on both the science of psychopathology and DSM-5 diagnosis. The course examines the clinical manifestations of the persistent and serious mental illnesses, including the schizophrenic-spectrum disorders, dissociative disorders, bipolar disorders, features of severe mood disorders, eating and feeding disorders, gender dysphoria, and paraphilic disorders. The course also examines the Cluster A personality disorders (e.g., schizotypal, paranoid, and schizoid), Cluster B personality disorders (e.g., borderline, antisocial, narcissistic, and histrionic). Comorbidity and differential diagnosis are major foci of this course, and other topics will include etiology, epidemiology, behavioral genetics, developmental course, treatment, therapeutic outcome, psychopharmacology, policy, and advocacy issues. **Offered ONLY in the Spring term

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 that 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.

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

This course introduces students to the theoretical basis, psychometrics, ethics and clinical application of cognitive and academic assessment. Cultural influences and diversity issues involving assessment procedures are emphasized; and classical and contemporary theories of intelligence are explored to provide students with a useful framework. Students are trained to (a) understand the conceptual and historical background of intellectual/academic assessment; (b) be proficient in administration, scoring, and interpretation of commonly used intelligence and academic achievement measures; (c) integrate data from clinical interviews, behavioral observations, and mental status examinations with formal cognitive/academic test data to appropriately conceptualize cases; (d) understand and apply DSM-5 diagnosis as related to neurodevelopmental disorders; and (d) write integrative reports based on these sources of data. Must be taken with the required lab.

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

Prerequisites: 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 (self-report) based 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), Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A), Personality Assessment Inventory (PAI), Personality Assessment Inventory-Adolescent (PAI-A), etc.) and narrow-band measures (e.g., Beck Depression Inventory-II (BDI-II), State/Trait Anxiety Inventory, 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. Students will learn how to integrate data from clinical interviews, behavioral observations, mental status examinations, cognitive test data, and objective personality data to appropriately conceptualize and write integrative reports based on these sources of data. Must be taken with the required lab. This course may not be transferred or waived as it serves to prepare students for the Clinical Qualifying Exam (assessment portion).

PSY-663 **Integrative Assessment III: Performance-Based Personality Assessment** **3 Credits**

Prerequisites: PSY-662. 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 performance-based methods of personality assessment. Students will learn administration, scoring, and interpretation guidelines of the Rorschach Performance Assessment System (R-PAS) for the Rorschach Inkblot Test. Students will also learn the basic administration and interpretation guidelines for the Thematic Apperception Test (TAT), Sentence Completion Series (SCS), and Projective Drawings. In addition, this course will provide students with a framework for how to effectively organize and cross-validate findings from a comprehensive psychological assessment. Students will learn how to generate clinical hypotheses using multiple sources of data, including clinical interviews, mental status examination, behavioral observations, cognitive, academic, and objective- and performance-based personality measures. Students will gain a deeper understanding of the impact of personal bias and cultural factors in the interpretation of assessment findings. This course will teach students how to construct a comprehensive, integrated psychological report. Students will become skilled in writing and communicating responses to specific referral questions, writing cogent summaries and case formulations, and developing 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).

PSY-667 **Professional Development and Social Responsibility Practice Seminar I** **1 Credit**

This seminar provides first-year students with support for and orientation to becoming a socially responsible psychologist. The seminar focuses on personal and professional development to help students prepare for engaging in clinical and community work, explore their personal and professional identity, and begin to 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. The same seminar students continue together throughout the first year, and in this small-group environment, students are expected to engage in personal exploration and prepare to demonstrate and apply professional skills in their academic and professional work. Additional topics in ethics, professional standards of psychology and personal growth, and development of writing and academic skills will be included.

PSY-668 Professional Development and Social Responsibility Practice Seminar II 1 Credit

This seminar continues throughout the first year and provides 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 clinical work, explore their personal and professional identity, and begin to 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. The same seminar students continue together throughout the first year, and in this small-group environment, students are expected to engage in personal exploration and prepare to demonstrate and apply professional skills in their academic and clinical work. Additional topics in ethics, socially responsible practice, professional standards of psychology and personal growth, and stress-management, wellness, and self-care will be included.

PSY-669 Diversity Seminar 0 Credit

This seminar continues throughout the first year and builds on professional identity development and integration of socially responsible practice values and skills. In the last term of this seminar, students will continue to explore and integrate the personal and professional impact of working with diverse communities, drawing from their service-learning practicum experiences. They will begin to consider strategies and personal growth areas for socially responsible practice in clinical settings with diverse clients. They will engage in discussions and structured activities that facilitate reflection on their experiences and development of values and skills consistent with social justice. This seminar is intended to support the acquisition of knowledge, awareness, and sensitivity for considering systems and social context in clinical work. Students will recognize the need to develop relevant skills regarding individual and cultural differences in light of contextual factors in the practice of clinical psychology.

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

Prerequisites: PCO-641, PCO-671. This course focuses on how culture affects the definition, prevalence, recognition, and societal response to health and illness. The course examines the major environmental and systemic threats to psychological 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.

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 governments 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 healthcare management, public administration, and educational leadership. It provides a foundation of motivation and understanding for leadership development by offering theoretical background, practical information, and an opportunity for role modeling to encourage students to develop their organizational leadership skills. It includes those skills necessary for psychologists' own professional growth, development, and success. Theories and practices of good organizational leadership will be reviewed.

PSY-695 Doctoral Dissertation Proposal-Continued 0 Credits
Students who do not complete their dissertation proposal in the first term for which they have registered must continue to register for 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.

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

PSY-702 Advanced Cognitive-Behavioral Approaches to Intervention 3 Credits
This course focuses on advanced models, such as schema therapy and dialectical behavior therapy. It covers treatment of more severe problems such 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 to Intervention 3 Credits
This course builds on 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-704 Psy.D. Qualifying Examination I 0 Credits

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.

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 life span, 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 Emphasis)

PSY-709 (PCO-438) Diagnosis and Treatment of 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. It also provides the tools 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.

PSY-710 Adlerian Therapy I: Introduction to Assessment and Case Conceptualization 3 Credits

This course covers the theoretical principles of Individual Psychology including striving, holism, phenomenology, teleology, and social interest. The course addresses the cognitive, affective, sociocultural dimensions of the individual's development; the selectivity of perception in the formation of one's worldview; 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 aspects of the lifestyle will be taught. Outcome assessments will also be reviewed.

PSY-711 Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions 3 Credits

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.

PSY-720 (PCO-335) Cognitive and Behavioral Therapy Approaches I 3 Credits

This course will examine basic concepts and applications of cognitive, behavioral, and cognitive-behavioral theories and therapies within the historical context of the prominent theories. Students will be introduced to theory, basic techniques, and evidence-based applications of various models. The course will cover theoretical conceptualization and the basic application of therapeutic interventions and techniques. The focus will be on classical and operant learning; two-factor theory; and cognitive, cognitive-behavioral, and social-cognitive theories and therapies. Theorists include Watson, Thorndike, Pavlov, Skinner, Kelly, Mowrer, Beck, Meichenbaum, Foa, Young, Lazarus, Ellis, and Bandura. Topics such as classical and operant conditioning, operant procedures, reinforcement contingencies, extinction, social reinforcement, token economies and their applications, progressive muscle relaxation, in-vivo and covert systematic desensitization, in-vivo and covert exposure, flooding, behavioral assessment, cognitive restructuring, skills training, self-instructional training, and other behavior-therapy techniques will be discussed. Cognitive processes that may negatively impact human function also will be learned, as well as their applications to normal and abnormal behavior in diverse cultural populations. Special consideration will be given to ethnic, cultural, and individual differences.

PSY-721 (PCO-334) Psychoanalytic Approaches I 3 Credits

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, and transference), ego psychology; object relations (British and Middle Schools), self psychology, relational, intersubjective, affect regulation (Allan Schore and colleagues), and mentalization (Peter Fonagy and 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.

PSY-722 (PCO-336) Humanistic and Existential Therapy Approaches I 3 Credits

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 hyperindividualism

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).

PSY-724 (PSY-636) Biological Bases of Behavior 3 Credits

The course objectives are to make the student aware of pertinent gross and microscopic human neuroanatomy, to build a foundational understanding of neurophysiology and the biology of the nerve, and to become familiar with a variety of clinical issues as they relate to neurophysiology. The emphasis throughout the class will be on developing a working familiarity with the functional neuroanatomy of the human brain. The biological consequences of trauma will also be reviewed. The role of environmental and ecological factors on biological functioning will be discussed to promote socially responsible professional practice.

PSY-732 Advanced Personality Assessment: Special Topics 3 Credits

Prerequisites: PSY-661, PSY-662, PSY-663. This course covers advanced issues in the assessment of personality using self-report and performance-based measures, including the Rorschach Inkblot Test, MMPI-2, MCMI-III, PAI, TAT, and other measures. The course also explores the utility of personality testing in forensic evaluations, the differential diagnosis of thought disorder, and the appraisal of object relations. Additionally, the course covers new, innovative, and empirically based approaches to assessing adult personality. The course also emphasizes the historical roots of personality assessment within the broader realm of psychological assessment and highlights its pertinent place in contemporary clinical psychology. Adlerian, psychodynamic, phenomenological, social-cognitive, and constructivist theories provide the theoretical underpinnings for case conceptualization. *(Satisfies program requirement as an Advanced Assessment/Intervention Elective)

PSY-735 Assessment and Intervention in Behavioral Medicine I 3 Credits

Prerequisites: PSY-737, PSY-720. The focus of the course is management of mild to moderate disease, disease prevention, and positive health behaviors (e.g., smoking cessation, dietary change, exercise, insomnia, health-compromising behaviors, and wellness). Illustrative interventions will involve disorders that integrate wellness

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 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 to 24 month period. Most internships require a one-year, full-time commitment. A two-year, 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-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, and psychological test data and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum, as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

PSY-756 (PCO-337) Group Psychotherapy **3 Credits**

Prerequisite: 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)**

PSY-758(PCO-339) Biofeedback **3 Credits**

Prerequisite: 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 systems underlying commonly 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 on 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: SLP-513, SJP-514, PSY-667-669, 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.

PSY-763 (PSY-674) LGBTQ Issues Across the Life Span 3 Credits

Prerequisite: PSY-642. This course focuses on LGBTQ persons across the life span and examines the evolution of the LGBTQ movement from multiple dimensions. This course includes strategies useful in working with LGBTQ 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 LGBTQ identity formation and the potential consequences of “coming out.” Discussions and research surrounding controversial issues affecting the LGBTQ community serve as the focal point.

PSY-790 (PSY-990) Psy.D. Clinical Qualifying Examination – 0 Credits
Assessment Competency

Prerequisites: *Successful completion of PSY-750/PSY-760, enrollment in PSY-751/PSY-761, and 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 (PSY-701) Psychoanalytic Approaches II 3 Credits

This course is designed to apply evidence-based theories of psychoanalysis, including but not limited to classical Freudian (drives, dreams, defenses, and transference), ego psychology, object relations (British & Middle Schools), self-psychology, relational, intersubjective, affect regulation (Allan Schore and colleagues), and mentalization (Peter Fonagy and colleagues) approaches to 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 toward an advanced utilization of psychoanalytic theoretical approaches in the creation of integrated case conceptualizations, treatment planning, and effective interventions.

PSY-802 (PSY-702) Cognitive and Behavioral Therapy Approaches II 3 Credits

Prerequisite: 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 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 (PSY-703) Humanistic and Existential Therapy Approaches II 3 Credits

This course builds on 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

Prerequisite: PSY-723. This is an advanced course that will cover classical family and couples models through postmodern 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), postmodern 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-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 (PSY-709) and Trauma-Focused Interventions (PSY-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 comorbid 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 (PCO-517) Advanced Lifestyle Assessment 3 Credits

Prerequisites: PSY-710, PSY-711. This course focuses on the application of the lifestyle. We will be addressing such topics as lifestyle 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-832 (PSY-632) Cognitive and Affective Bases of Behavior 3 Credits

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behavior. Areas of emphasis will include attention, memory, knowledge, language, reasoning, problem solving, the cognitive bases of affect and consciousness, human learning, and theories of motivation. The relevance of these topics to psychotherapy and change, as well as the possible impact of social issues on course topics, will also be examined.

PSY-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 are covered. The clinical relevance and application of the available research will be stressed throughout.

PSY-834 (PSY-634) History and Systems 3 Credits

A survey of the historical development of major theories, research, and practice in psychology is presented. Major systems of psychology are examined. In addition, the course is structured around a number of major philosophical issues and how major theories of psychology have understood and addressed these issues. The influence of sociocultural and historical factors on the development of theories is also examined, with particular focus to the role of psychology in promoting social justice.

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 well-being. 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 well-being 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-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-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 nonclinical 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, 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, 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 (PSY-672) Race, Ethnicity, and Social Class 3 Credits

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

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

Prerequisites: PSY-642, PSY-763. This advanced diversity course builds on the foundational knowledge from the Social Psychology and Individual Diversity (PSY-642), and LGBTQ Issues Across the Life Span (PSY-763). This course will explore mental health and substance abuse problems prevalent with sexual orientation minorities and gender nonconforming 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 (PSY-991) Doctoral Clinical Qualifying Examination –
Intervention Competency****0 Credits**

Prerequisite: Successful completion of PSY-790, enrollment in PSY-850/PSY-860. This is a clinical competency examination focusing particularly on knowledge and skills in intervention required for entry-level practice as well as the ability to integrate science and practice and provide service in a socially responsible manner. Students are required to submit a video or audiotape of a therapy session with a client; a detailed case conceptualization of the client; a self-critique on their performance in the session being presented; an Adlerian formulation of the case; and a paper integrating psychological research with an issue presented by the case. Following review by a faculty member, the student meets with the faculty member for the oral portion of the examination.

PSY-896 (PSY-696) Doctoral Dissertation Preparation Seminar**0 Credits**

Prerequisites: PSY-738, PSY-737. The noncredit 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 (PSY-697) Doctoral Dissertation Proposal**0 Credits**

Prerequisites: PSY-738, PSY-737, 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 PSY-897 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

Prerequisites: 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 (NC) 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 will be issued, and all prior grades of NC will be changed to CR.

PSY-904 Doctoral Dissertation Continuation 0 Credits

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

PSY-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 (PSY-650) Psychopharmacology 2 Credits

Prerequisite: PSY-724. 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 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 to 24 month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building on 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 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 to 24 month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building on 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-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 Dissertation 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.

DOCTORAL EMPHASIS IN MILITARY CLINICAL PSYCHOLOGY

In support of Adler University's integrated mission of advancing socially responsible practice, healthy communities, and a more just society, the Doctoral Emphasis in Military Clinical Psychology is designed for students dedicated to the delivery of best practices in assessment, evaluation, treatment, and clinical care to reservist, active-duty military personnel, veterans, retirees, couples, and their families in a broad array of clinical settings including private practice, community mental health agencies, hospitals and interdisciplinary federal healthcare entities like the Department of Veterans Affairs (VA) hospitals and active-duty military bases for the Department of Defense (DoD), among others. *At least one military-informed clinical practicum is preferred, but not required, given the number of military-related practica available.* Students who want to serve on active duty as a military clinical psychologist and military officer and who qualify may enjoy the competitive F. Edward Hebert Armed Forces Health Professions (HPSP) that offers tuition remission, a monthly stipend, and preferential positioning for an active-duty internship and postdoc.

Military Emphasis Admission Criteria and Continued Enrollment

Students who have an interest in the Emphasis in Military Clinical Psychology should notify the Emphasis Coordinator and arrange for an interview as soon as possible (see admission criteria below).

Students are admitted into the emphasis after completion of the first year. Admission criteria include:

- Copies of undergraduate and graduate transcripts.
- A cover letter describing the student's professional goals and interests and how the emphasis will help him or her achieve these goals.
- Overall Adler GPA of at least 3.25.
- One letter of recommendation from faculty (preferably an Adler faculty member). 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 emphasis admission.

Admission to the emphasis is not guaranteed. The decision will be weighed in conjunction with the other data. Additionally, once students are admitted into the emphasis, students must maintain the following standards or they will risk dismissal from the emphasis:

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

Coursework Requirements

Students interested in serving this unique population will enroll in six (6) core military clinical psychology courses that include content centering on pre-/post- and wartime human health and welfare. Course topics include wartime-related stress and trauma; operational-, sexual-, interpersonal violence-based trauma; ASD; PTSD; resilience; PTG and SRG, as well as trauma-informed care and self-care. Other topics include psychopathology secondary to TBIs, mood disorders, adjustment disorders, and reintegration that is unique to this population. Clinical treatment strategies will be examined and practiced to more effectively ameliorate the psychological impact of combat, low-level conflicts, and peacekeeping and humanitarian missions. In addition, learning to treat military families, children, and couples is essential in improving the lived experience of the service member. Students will learn about military-population-specific assessment, evaluation, and treatment of military personnel, veterans, retirees, and their families.

Satisfactory completion of the following courses is required to complete the emphasis:

PSY-784	Introduction to Military Psychology	3 cr.
PSY-785	Psychology of Combat and Conflict	3 cr.
PSY-786	Psychological Testing & Assessment in Military Healthcare Settings	3 cr.
PSY-787	Evidence-Based Treatment in DoD and Veterans' Healthcare Systems	3 cr.
PSY-788	Trauma-Informed Treatment for Military Populations	3 cr.
PSY-789	Military Couple and Family Treatment Issues	3 cr.

Total Credit Hours Required: 18

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of practicum seminars.
3. A cumulative grade point average of 3.0 or higher and no grades below B.
4. Successful completion of a military-related dissertation and submission to the Psy.D. Department.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Dr. Grady Osten-Garner, Coordinator of the Doctoral Emphasis in Military Clinical Psychology at ggarner@adler.edu or 312.662.4345.

Doctor of Psychology in Clinical Psychology: Military Clinical Psychology Emphasis Course Descriptions

PSY-784 Introduction to Military Psychology 3 Credits
(PSY-300, PSY-771)

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 measures are presented to military environments

include 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 peacekeeping 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; fall only)

PSY-785 Psychology of Combat and Conflict 3 Credits
(PSY-301, PSY-772)

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 stress, including normal and maladaptive reactions to conflict-related responses are addressed, as well as suicidal and homicidal behavior pre-, during, and postdeployment. *(Satisfies program requirement for basic intervention elective)

PSY-786 Psychological Testing and Assessment in Military 3 Credits
Healthcare Settings

Prerequisite: PSY-785 or Military Track Coordinator Permission. Psychological and neurological assessment of active-duty, veteran, and retired military service members and their families is the focus of this course. Assessment methodology includes integrative, objective, and performance-based personality assessments and self-report measures. Students will learn about the theoretical basis, current military population specific issues, ethics, and clinical use of a variety to assessment strategies focused on the unique service-related demands and probable comorbidities. Students will be trained in military-specific best practices in the proficient administration, scoring, military service-informed interpretation of commonly used tests in the DoD and Veterans Affairs healthcare systems. *(Satisfies program requirements for an advanced assessment elective; summer only)

PSY-787 Evidence-Based Treatment in DoD and Veterans' 3 Credits
(PSY-808) Healthcare Systems

Prerequisite: PSY-785 or Military Track Coordinator Permission. While the DoD provides direct treatment to active-duty service members on base, off base, and in theaters of war, the VA healthcare systems deliver treatment to military veterans, retirees, and their families in the United States. Subsequently, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD and Veterans Affairs healthcare systems—for example, cognitive processing therapy (CPT), prolonged exposure (PE) therapy, cognitive-behavioral modification, stress inoculation training (SIT), imagery rehearsal therapy (IRT), dialectical behavior therapy (DBT), mindfulness meditation, and psychodynamic approaches, among others. These best practices in treating military personnel, veterans, retirees, and their families may address any of the following: depression, anxiety, addictions, suicidal ideation, combat-related stress, posttraumatic stress symptoms, acute stress disorder (ASD), and post-traumatic stress disorder (PTSD) and accompanying comorbidities, among others. There will also be a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. *(Satisfies program requirements for an advance intervention elective; spring only)

**PSY-788 Trauma-Informed Treatment for Military Populations 3 Credits
(PSY-809)**

This course is dedicated to the various aspects of the trauma spectrum. Subject areas include psychological trauma due to combat or combat-related exposure; moral injury; military sexual assault; military sexual harassment; and traumatization due to minority discrimination and oppression based race, sexuality, gender, ability, and/or religious affiliation. Students will also understand, discuss, and apply empirically supported trauma-informed interventions addressing loss, grief, bereavement, injury, and/or death. Best practices in trauma recovery used in both governmental and nongovernmental settings will be explored, including aspects of crisis competence, resilience, and posttraumatic growth. ******(Satisfies program requirements for basic intervention elective; spring only)

**PSY-789 Military Couple and Family Treatment Issues 3 Credits
(PSY-774)**

Prerequisite: PSY-787 or Military Track Coordinator Permission. This course will focus on the treatment of military clients (including reserve, 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 nontraditional intervention models to address psychological distress related to military service, predeployment, 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 requirements for a basic intervention elective; summer only)

EMPHASIS IN CHILD AND ADOLESCENT CLINICAL PSYCHOLOGY

Program Overview

The Emphasis in Child and Adolescent Clinical Psychology prepares students to meet the growing demand in the field for well-trained child and adolescent psychologists. Students who have interest in the Emphasis in Child and Adolescent Clinical Psychology should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes.

Admission and Continued Enrollment

Students are admitted into the emphasis after completion of the first year. Admission criteria include:

- A cover letter describing the student's professional goals and interests and how the emphasis will help him or her achieve these goals.
- Copies of undergraduate and graduate transcripts (can be unofficial transcripts).
- A letter of recommendation from one faculty member in the Adler Psy.D. program.
- Overall Adler GPA of at least 3.25.
- Passing all Psy.D. program milestones up to the point of emphasis admission.
- An interview with the Emphasis Coordinator.

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

Additionally, students admitted into the emphasis must maintain the following standards, or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.00.
- Obtain a grade of at least B in all required emphasis courses.
- Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
- Have no SCEC referrals for comportment issues.
- Have no more than one SCEC referral for any other reason.

Coursework Requirements

Successful completion of the following courses is required to complete the emphasis:

PSY-723	Couple and Family Therapy Approaches I	3 cr.
PSY-753	Child and Adolescent Psychopathology	3 cr.
PSY-757	Child and Adolescent Psychotherapy	3 cr.
PSY-783	Advanced Child and Adolescent Assessment	3 cr.
PSY-805	Advanced Child and Adolescent Psychotherapy	3 cr.
PSY-XXX	Child and Adolescent Elective (see menu below)	3 cr.

Total Credit Hours = 18

Emphasis in Child and Adolescent Clinical Psychology electives consist of any of the following (three credits each):

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
PSY-754	Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. At least one practicum (diagnostic or psychotherapy) in a child/adolescent setting, meaning that child and adolescent clients must make up at least half of your overall caseload.
3. Advanced practicum must allow students to have children, adolescents, and/or young adult clients as part of caseload.
4. At least one of the CQE's, assessment or therapy, must address a child or adolescent client.
5. 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.
6. A cumulative grade point average of 3.0 or higher and no grades below B.
7. Successful completion of a dissertation and submission to the Psy.D. Department.
8. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Dr. Lauren Nichols, Coordinator of the Child and Adolescent Psychology Emphasis.

Doctor of Psychology in Clinical Psychology: Child and Adolescent Emphasis Course Descriptions

PSY-723 Couple and Family Therapy Approaches I 3 Credits

Prerequisite: 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; and 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).

PSY-753 (PSY-644) Child and Adolescent Psychopathology 3 Credits

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 sociocultural factors. The importance of individual differences and responsibility in utilizing DSM-5 diagnostic labels is stressed. NOTE: This course is only offered in the spring term. *(Required course for Child and Adolescent Psychology track. Satisfies program requirements as a general elective.)

PSY-754 Special Topics in the Treatment of Children, Adolescents, Young Adults, and/or Families 3 Credits

This course will provide students an opportunity to study topics pertinent to the diagnosis and treatment of children, adolescents, young adults, and/or their families. Given the ongoing changes in the field of child psychology, this course offers students the opportunity to learn about focused topics that are related to the field that are not covered in other required courses. This course may cover topics related to multicultural perspectives to treatment, innovative approaches to treatment, or other relevant topics that relate to shifts in the field of child and adolescent psychology. This course meets the elective requirement for students in the Child and Adolescent track.

PSY-757 Child and Adolescent Psychotherapy 3 Credits

Prerequisite: PSY-720. 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 emphasis. Satisfies program requirements as a general elective).

PSY-783 Advanced Child and Adolescent Assessment 3 Credits

Prerequisites: PSY-623, PSY-661, and PSY-662. This course presents a structured approach to the psychological assessment of children and adolescents, including advanced issues in interviewing children and adolescents, conducting mental status examinations with young clients, and evaluating cognitive, social, and emotional functioning in children and adolescents. Standard measures of intelligence and achievement will be 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 fall semester. This course includes a one-hour weekly lab. *(Required course for Child and Adolescent Psychology emphasis. Satisfies program requirements as a general elective.)

PSY-805 Advanced Child and Adolescent Psychotherapy 3 Credits

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. 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. The course focuses on advanced therapeutic methods such as play therapy and nonverbal strategies for complex pediatric referrals, group work with children and adolescents, treatment of eating disorders and self-injury, and integrative approaches. Emphasis is on integration of science and practice and the development of applied skills and preparation for effective clinical and advocacy work with child and adolescent populations. NOTE: This course is only offered in the spring semester. **(Required course for Child and Adolescent Psychology Emphasis. Satisfies program requirement as a general elective.)

**PSY-930 Trauma, Grief, and Loss with Children, Adolescents, 3 Credits
and Families**

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 well-being 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 3 Credits
and Young Adults**

This course emphasizes theories and treatment approaches related to the treatment of older adolescents and young adults. Specifically, the unique developmental task associated with this phase of the life span and associated impact on mental health and well-being 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.

DOCTORAL EMPHASIS IN ADVANCED ADLERIAN PSYCHOTHERAPY

Program Overview

Adler University doctoral students working toward the Psy.D. may pursue advanced training in Advanced Adlerian Psychotherapy concurrently with their doctoral work. This emphasis is designed to provide advanced training in the principles, techniques, and methodologies of Alfred Adler. This emphasis was developed to allow qualified individuals an opportunity to obtain deeper knowledge and advanced clinical skills and participate in supervised clinical experiences in Adlerian therapy.

The focus of the advanced emphasis is to build on the basic skills provided to all Psy.D. students. 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 advanced courses in this emphasis will enhance the student's/clinician's skills in assessment and interventions as well as training in Adlerian play therapy, group therapy, family therapy, parent guidance, and couples therapy.

The emphasis 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 Emphasis:

PSY-821	Neo-Adlerian Theory: Integration of Adlerian Theory with Evidence-Based Practice	3 cr.
PSY-823	Adlerian Parent Consultation and Family Therapy	3 cr.
PSY-824	Advanced Adlerian Interventions and Assessment	3 cr.

Total Credit Hours = 15

Training Requirements

Active involvement in the Center for Adlerian Practice and Scholarship's Case Consultation Hours—as measured by participation in case consultation hours or watching previously recorded case consultation hours—with a minimum of 15 hours.

Dissertation Requirement

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

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of training requirements.
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 Emphasis Coordinator at LMIGALSKI@adler.edu.

Doctor of Psychology in Clinical Psychology: Advanced Adlerian Psychotherapy Emphasis Course Descriptions

PSY-821 Neo-Adlerian Theory: Integration of Adlerian Theory 3 Credits **with Evidence-Based Practice**

Prerequisites: PSY-710 & PSY-711. This course will teach how many of the current theories and evidence-based practices complement and support Adlerian theory and practice. Students will learn how master therapists in most approaches focus on the relationship, social connection, schemas, and behaviors just as Adler did. This course will teach students how to integrate Adlerian theory with interventions and strategies from cognitive behavioral therapy, rational emotive behavioral therapy, acceptance commitment therapy, Young’s schema therapy, person-centered therapy, motivational interviewing, emotion focused therapy, and positive psychology. Students will learn advanced conceptualization of human behavior that can lead to seamless implementation of interventions that master therapists apply consistently.

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 on Adlerian principles to be practiced in parent consultation and family therapy. Students will understand how Adlerians integrate sociocultural 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 (PCO-524) Advanced Adlerian Interventions and Assessment 3 Credits

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 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.

DOCTORAL EMPHASIS 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 and postdoctoral 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 Service Psychologists, 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 systemic 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 Emphasis 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 emphasis 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 Emphasis 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 postdoctoral training is required for licensure as a psychologist in most states and provinces. In addition, graduates are expected to continue training on a postdoctoral 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 postdoctoral 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-633), 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 (PSY-764). Following successful completion of PSY-764 and PSY-765, (i.e., grade of B+ or higher) and assessment (PSY-760, PSY-761, PSY-762) practica and seminar (PSY-750, PSY-751, and PSY-752), students interested in obtaining the Emphasis in Clinical Neuropsychology will then apply to enter the emphasis. After acceptance into the emphasis, 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 and 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 emphasis should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes.

For admission to the Neuropsychology Emphasis, 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, 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 emphasis 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 emphasis will help him or her achieve these goals.

Additionally, once students are admitted into the concentration, they 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 emphasis activities, practica, or classes.

Emphasis Criteria

The following courses are required for the Emphasis 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 <i>(Prerequisites: PSY-724, PSY-661, PSY-662, and PSY-663)</i>	3 cr.
PSY-765	Neuropsychological Assessment II <i>(Prerequisite: PSY-764)</i>	3 cr.
PSY-766	Neuropsychological Assessment III <i>(Prerequisite: PSY-765)</i>	3 cr.
PSY-864	Pediatric Neuropsychological Assessment <i>(Prerequisite: PSY-766)</i>	3 cr.
PSY-865	Neuropsychological Intervention Techniques <i>(Prerequisite: PSY-766)</i>	3 cr.
PSY-943	Neuropsychology Practicum I (400 clock hour minimum) <i>(Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III, PSY-766)</i>	1 cr.
PSY-944	Neuropsychology Practicum II (400 clock hour minimum) <i>(Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)</i>	1 cr.
PSY-945	Neuropsychology Practicum III (400 clock hour minimum) <i>(Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)</i>	1 cr.
PSY-933	Practicum Seminar in Neuropsychology I <i>(Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III)</i>	1 cr.
PSY-934	Practicum Seminar in Neuropsychology II <i>(Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III)</i>	1 cr.
PSY-935	Practicum Seminar in Neuropsychology III <i>(Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III)</i>	1 cr.
PSY-920	Doctoral Internship Full-Time (2,000 clock hours)	0 cr.
PSY-921		
PSY-922		
or		
PSY-923	Doctoral Internship Part-Time (2,000 clock hours)	0 cr.
PSY-924		
PSY-925		

PSY-926

PSY-927

PSY-928 (0 credits)

Total Credit Hours Required: 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 emphasis 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 postdoctoral 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 amnesiac 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 Emphasis in Clinical Neuropsychology.

EMPHASIS IN PRIMARY CARE PSYCHOLOGY AND BEHAVIORAL MEDICINE

Emphasis Overview

The Emphasis in Primary Care Psychology and Behavioral Medicine trains students in the broader role of psychology in healthcare and the treatment of medical conditions using behavioral and psychological interventions. Primary care psychology involves working in medical settings, reducing the societal level of mental illness via early intervention, and enhancing physicians' effectiveness by consulting with them on psychological factors' impact on disease. Typical work settings are hospitals, group medical practices, community clinics, HMOs, and family practice centers. Behavioral medicine involves intervening 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. The two fields go hand in hand, as many patients in primary healthcare settings will need behavioral medicine interventions for their illnesses. Required courses provide students with evidence-based knowledge and skills pertinent to several of the key principles of both primary care psychology and behavioral medicine, including mind/body interaction, pain management, stress-related illnesses and treatments, the role of behavioral factors in physical and psychological well-being, and the application of psychological assessment and intervention techniques to acute and chronic illness; the coursework also addresses an understanding of the impact of broader structural and systemic factors on well-being and the role of the psychologist in healthcare delivery. These are fast-growing and exciting fields, with the potential to alter the healthcare landscape.

Admission Criteria

Interested students in good academic standing having maintained a minimum 3.0 GPA should apply to the emphasis coordinator for entry into the Emphasis in Primary Care Psychology and Behavioral Medicine toward the end of the first year. Students are also expected to attend either a Primary Care Student Organization (PCSO) meeting or event, or attend an emphasis meeting during their first year. Interested students should also meet with the emphasis coordinator before application to discuss their interest in the area.

Course Requirements

The following courses are necessary for completion of the emphasis:

PSY-735	Assessment and Intervention in Behavioral Medicine I <i>(Prerequisites: Cognitive and Behavioral Therapy Approaches I and Statistics)</i>	3 cr.
PSY-736	Assessment and Intervention in Behavioral Medicine II <i>(Prerequisite: Assessment and Intervention in Behavioral Medicine I)</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

Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses, for the Psy.D. program and the emphasis as listed above.
2. A cumulative grade point average of 3.0 or higher and no grades below B.
3. Successful completion of a dissertation and submission to the Psy.D. Department.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

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

Doctor of Psychology in Clinical Psychology: Primary Care Psychology and Behavioral Medicine Emphasis Course Descriptions

PSY-717 Primary Care Psychology 2 Credits

This class covers the special and unique role of psychologists as part of an integrated healthcare team in a primary care medical setting. Students will learn about interprofessional 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 Primary Care Psychologists 1 Credit

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). This course also includes coverage of general medical terminology, such as that connected with disease, as well as hospital "lingo" and abbreviations (e.g., DNR, PO, HS, etc.).

PSY-719 (PCO-739) Mindfulness Meditation**3 Credits**

This integrated experiential and scientific 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 and improves clinician's self-awareness. Thus, this meditation course provides a potentially valuable skill to clinicians, both for helping clients and for understanding themselves. The Mindfulness-Based Stress Reduction (MBSR) course can be useful in clinical, medical, and corporate settings. We will review methods of assessing mindfulness and scientific studies undergirding our understanding.

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 & Behavioral Medicine. Satisfies program requirement as a basic intervention elective.)

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

Prerequisite: 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 presurgical 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 Emphasis in Primary Care Psychology & Behavioral Medicine. Satisfies program requirement as an advanced intervention elective.)

PSY-758 (PCO-339) Biofeedback**3 Credits**

Prerequisite: 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 commonly 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 on 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.)

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 facts, 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 more than 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.

EMPHASIS IN TRAUMATIC STRESS PSYCHOLOGY

Emphasis Overview

The Emphasis in Traumatic Stress Psychology 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.

Admission Criteria

Admission to the emphasis after matriculating into the Psy.D. program requires the following:

1. Overall Adler GPA of at least 3.25.
2. Passing all Psy.D. program milestones up to the point of emphasis acceptance.
3. An interview with the Emphasis Coordinator.

Coursework Requirements

The following courses are necessary for completion of the emphasis:

PSY-706	Trauma-Focused Approaches to Intervention	3 cr.
PSY-806	Advanced Trauma-Focused Approaches to Intervention	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 Approaches to Intervention	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.
PSY-757	Child and Adolescent Psychotherapy	3 cr.

Total Credit Hours = 12

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 and take two courses from the special populations menu instead. Proof of attendance must be submitted to the Traumatic Stress Psychology Emphasis Coordinator and the Office of the Registrar.

The following requirements must also be met:

1. Students earning the Traumatic Stress Psychology Emphasis 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 Emphasis must complete their dissertation on a topic relevant to traumatic stress.
3. If the Coordinator of the Traumatic Stress Psychology Emphasis 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 Emphasis Coordinator to verify that these requirements are being met.

Completion Requirements:

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of practicum seminars with an emphasis 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.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Janna A. Henning, J.D., Psy.D., F.T., B.C.E.T.S., Associate Professor, Coordinator, Traumatic Stress Psychology Emphasis, at jhenning@adler.edu.

Doctor of Psychology in Clinical Psychology: Traumatic Stress Emphasis Course Descriptions

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 life span, 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 Emphasis in Traumatic Stress Psychology)

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 the Emphasis in Traumatic Stress Psychology. Satisfies program requirement as an advanced intervention elective.)

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

This course covers the psychological theories, cultural responses, individual and family system reactions, and treatment relevant to individuals facing death, dying, life-threatening illness, bereavement, other losses, and long-term caregiving. Students will learn about the range of events associated with these experiences across the life span; 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-840 Torture Survivor Well-Being: Theory and Foundation for Community-Based Advocacy 3 Credits

This course focuses on developing a foundation for understanding and working with the unique needs of immigrant torture survivors in the United States. Adler University and Heartland Alliance Marjorie Kovler Center are working together to create this class. Students will develop an increased understanding of survivors' challenges and resiliency, and they will 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 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 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.

EMPHASIS IN SUBSTANCE ABUSE TREATMENT

Emphasis Overview

The Emphasis in Substance Abuse Treatment 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 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 emphasis should speak with the Emphasis 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 students are admitted into the emphasis, they must maintain the following standards or they will be withdrawn from the emphasis:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B in all required courses.
3. Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
4. Have no SCEC referrals.
5. No more than one SDC referral.
6. Maintain a collaborative, team-focused attitude with no comportment issues that warrant a referral to the SCEC while engaged in any emphasis activities, practica, or classes.

Course Requirements

The Emphasis 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.
PSY-712	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
PSY-713	Advanced 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 Emphasis Coordinator for more information.

Elective Option

The following elective course is offered by the Emphasis in Substance Abuse Treatment in addition to the required courses above as a way to increase skills and knowledge in this focus area. The elective course below satisfies the general elective requirement for the Psy.D. program:

PSY-811 Advanced Issues in Co-occurring Disorders 3 cr.

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 Emphasis in Substance Abuse Treatment.

For further information, contact Cathy McNeilly, Psy.D., CADC, Associate Professor, Coordinator, Emphasis in Substance Abuse Treatment at cmcneilly@adler.edu.

Doctor of Psychology in Clinical Psychology: Substance Abuse Emphasis Course Descriptions

PSY-712 Bio-Psycho-Social-Spiritual Aspects of Addiction 3 Credits

Prerequisites: PSY-645, PSY-709. Major theories of etiology, social dynamics, and psychology of alcohol and other drug disorders are presented within the context of human development. Clinical research is reviewed, which enhances a further understanding of the basic physiological, psychological, social, and spiritual aspects. Impact on the individual, family, community, and organizations/systems is presented. Considerations for how these disorders apply to special populations such as people of color, LGBTQ persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, children and adolescents, women, and HIV-positive clients are discussed.

PSY-713 Advanced Treatment of Addictive Disorders 3 Credits

Prerequisites: PSY-645, PSY-709. This course will focus on the examination and evaluation of evidence-based treatment practices for addictive disorders, including process addictions. The course will also examine core functions of the alcohol and other drug therapist. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment, and aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented. This class is REQUIRED for the Substance Abuse Emphasis.

PSY-811 Advanced Issues in Co-occurring Disorders 3 Credits

Prerequisite: PSY-709 or PSY-706. This advanced course builds on foundational knowledge from Introduction to Addictive Disorders (PSY-709) and Trauma-Focused Interventions (PSY-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 comorbid 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.

ACADEMIC CALENDAR 2016-2017 – CHICAGO CAMPUS

(Dates are subject to change; please ensure you have the most up-to-date calendar.)

Fall 2016: Tuesday, September 6, 2016 – Monday, December 19, 2016		
Event	Date	Comments
Fall 2016 Term Begins	Tuesday, September 6, 2016	
Drop Fee Begins	Tuesday, September 6, 2016	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 5, 2016. 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**	Tuesday, September 6, 2016 – Monday, September 12, 2016	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 12, 2016. 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** – FINAL DAY	Monday, September 12, 2016	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 12, 2016.
Add/Drop Period - 50% Refund **ALL CLASSES**	Tuesday, September 13, 2016 – Monday, September 19, 2016	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 19, 2016. 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.
Add/Drop Period – FINAL DAY	Monday, September 19, 2016	Last day to add and drop classes for Fall 2016. Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, September 19, 2016. 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. The late registration fee will be assessed to students who wish to add a class or exam after this date.
Commencement Ceremony	Sunday, October 2, 2016	Please see the website for current information (adler.edu/commencement). Current students and alum, please see the Student Affairs page on Adler Connect.
Indigenous Peoples' Day (Observed)	Monday, October 10, 2016	Chicago Campus Holiday

ACADEMIC CALENDAR 2016-2017 – CHICAGO CAMPUS

(Dates are subject to change; please ensure you have the most up-to-date calendar.)

Event	Date	Comments
Advisement – Spring 2017 Term	Tuesday, October 11, 2016 – Sunday, October 23, 2016	Students should meet with their Advisor to discuss their course selections for the Spring 2017 term.
Spring 2017 Registration	Monday, October 24, 2016 – Sunday, November 6, 2016	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, November 6, 2016.
Deadline to Withdraw from a Course with a “W” Grade	Sunday, October 30, 2016	Email 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 p.m. CST on Sunday, October 30, 2016. 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. If you wish to withdraw from all of your courses, you must complete a Student Withdrawal form to withdraw completely from the University or a Leave of Absence form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Spring 2017 Late Registration	Monday, November 7, 2016	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Sunday, November 6, 2016.
Degree Completion & Graduation Application Due for Spring 2017	Monday, November 14, 2016	Applications are due for students who will complete degree requirements during the Spring 2017 term. The application is located on the Registrar page on Adler Connect (https://connect.adler.edu/student-services/registrar/). Please note: Students who wish to participate in the 2017 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2017 term, August 14, 2017. Doctoral students must have their final dissertation submitted to their department and internship requirements completed no later than August 31, 2017. Applications submitted after this date must be accompanied with the \$50.00 late fee. Please see the Degree Completion and Graduation Application for complete details. The application and fee are mandatory regardless whether you attend the commencement ceremony. Failure to submit the application and fee may result in you being withdrawn from the program without your degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department. Please see their page on Adler Connect for details regarding the ceremony at https://connect.adler.edu/student-services/student-affairs .

Event	Date	Comments
Thanksgiving	Thursday, November 24, 2016	Chicago Campus Holiday
Day After Thanksgiving	Friday, November 25, 2016	Chicago Campus Holiday
Fall 2016 Term Ends	Monday, December 19, 2016	Chicago Campus Holiday
Christmas Eve (Observed)	Friday, December 23, 2016	Chicago Campus Holiday
Christmas (Observed)	Monday, December 26, 2016	Chicago Campus Holiday
Spring 2017 Term: Tuesday, January 3, 2017 – Monday, April 17, 2017		
Spring 2017 Term Begins	Tuesday, January 3, 2017	
Drop Fee Begins	Tuesday, January 3, 2017	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, January 2, 2017. 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**	Tuesday, January 3, 2017 – Monday, January 9, 2017	Registration changes must be completed via WebAdvisor no later than 11:59 p.m. CST on Monday, January 2, 2017. 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** – FINAL DAY	Monday, January 9, 2017	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, January 9, 2017.
Add/Drop Period – 50% Refund **ALL CLASSES**	Tuesday, January 10, 2017 – Monday, January 16, 2017	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, January 16, 2017. 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.
Add/Drop Period – FINAL DAY	Monday, January 16, 2017	Last day to add and drop classes for Spring 2017. Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Monday, January 16, 2017. 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. The late registration fee will be assessed to students who wish to add a class or exam after this date.

ACADEMIC CALENDAR 2016-2017 – CHICAGO CAMPUS

(Dates are subject to change; please ensure you have the most up-to-date calendar.)

Event	Date	Comments
Martin Luther King Jr. Day	Monday, January 16, 2017	Chicago Campus Holiday
M.A. in Clinical Psychology Degree Completion Application Due for Students who Started the Psy.D. Program in Fall 2015	Monday, February 6, 2017	Applications are due for students who started the Psy.D. program in Fall 2015. The application is located on the Registrar page on Adler Connect (https://connect.adler.edu/studentervices/registrar).
Degree Completion & Graduation Application Due for Summer 2017 Degree Completers	Monday, February 6, 2017	Applications are due for students who will complete degree requirements during the Summer 2017 terms. The application is located on the Registrar page on Adler Connect (https://connect.adler.edu/studentervices/registrar). Please note: Students who wish to participate in the 2017 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2017 term, August 14, 2017. Psy.D. students must have their final dissertation submitted to the Psy.D. Department and internship requirements completed no later than August 31, 2017. Psy.D. students who will complete their dissertation and/or internship requirements after the Summer term ends on August 14, 2017, but on or before August 31, 2017, should submit their application by this date. Applications submitted after this date must be accompanied with the \$50.00 late fee. Please see the Graduation Application for complete details. The application and fee are mandatory regardless whether you attend the commencement ceremony. Failure to submit the application and fee may result in you being withdrawn from the program without your degree being conferred. Details regarding the ceremony are forthcoming from the Student Affairs Department. Please see their page on Adler Connect for details regarding the ceremony at https://connect.adler.edu/studentervices/studentaffairs .
M.A. in Clinical Psychology Degree Completion Application Due for Students Who Started the Psy.D. Program in Fall 2015	Monday, February 6, 2017	Applications are due for students who started the Psy.D. program in Fall 2015. The application is located on the Registrar page on Adler Connect (https://connect.adler.edu/studentervices/registrar).
Advisement – Summer 2017 Registration	Monday, February 13, 2017 – Sunday, February 26, 2017	Students should meet with their Advisor to discuss their course selections for the Summer 2017 term.
Presidents' Day	Monday, February 20, 2017	Chicago Campus Holiday

Event	Date	Comments
Deadline to Withdraw from a Course with a "W" Grade	Sunday, February 26, 2017	Email 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 p.m. CST on Sunday, February 26, 2017. 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. If you wish to withdraw from all of your courses, you must complete a Student Withdrawal form to withdraw completely from the University or a Leave of Absence form to take a leave from your program. Please see both forms for additional information and policies. The Student Withdrawal form and Leave of Absence form are located on the Registrar page on Adler Connect.
Summer 2017 Registration	Monday, February 27, 2017 – Sunday, March 12, 2017	The late registration fee will be assessed to students registering for the first time after 11:59 p.m. CST on Monday, March 12, 2017.
Summer 2017 Late Registration Begins	Monday, March 13, 2017	Students registering for the first time as of 12:00 AM CST on Monday, March 13, 2017 will be assessed the late registration fee.
Good Friday	Friday, April 14, 2017	Chicago Campus Holiday
Spring 2017 Term Ends	Monday, April 17, 2017	
Summer 2017 Term: Monday, May 1, 2017 – Monday, August 14, 2017		
Summer 2017 Term Begins	Monday, May 1, 2017	
Summer I 2017 Session Begins	Monday, May 1, 2017	
Drop Fee Begins - **ALL CLASSES** - Summer, Summer I Session, & Summer II Session	Monday, May 1, 2017	In order to avoid being assessed the drop fee, courses must be dropped via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, April 30, 2017. 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** – Summer, Summer I Session, & Summer II Session	Monday, May 1, 2017 – Sunday, May 7, 2017	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 7, 2017. 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** – Summer, Summer I Session, & Summer II Session – FINAL DAY	Sunday, May 7, 2017	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 7, 2017.

ACADEMIC CALENDAR 2016-2017 – CHICAGO CAMPUS

(Dates are subject to change; please ensure you have the most up-to-date calendar.)

Event	Date	Comments
Add/Drop Period – 50% Refund **ALL CLASSES** – Summer, Summer I Session, & Summer II Session	Monday, May 8, 2017 – Sunday, May 14, 2017	Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 14, 2017. 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.
Add/Drop Period – **ALL CLASSES** - Summer, Summer I Session, & Summer II Session – FINAL DAY	Sunday, May 14, 2017	Last day to add and drop classes for Summer 2017. Registration changes must be completed via Student Planner or WebAdvisor no later than 11:59 p.m. CST on Sunday, May 14, 2017. 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. The late registration fee will be assessed to students who wish to add a class or exam after this date.
Advisement – Fall 2017 Registration – CURRENT STUDENTS	Monday, May 22, 2017 – Sunday, June 4, 2017	Advisement for current students begins for Fall 2016 registration. Current students should meet with their Advisor to discuss their course selections for the Fall 2016 term.
Memorial Day	Monday, May 29, 2017	Chicago Campus Holiday
Fall 2017 Registration – NEW STUDENTS	Tuesday, May 30, 2017	Registration begins for new Fall 2017 students.

ADMISSION POLICIES AND PROCEDURES – ONLINE CAMPUS

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 communities and in the lives of the individuals and families 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 must submit the following:

- Application for admission
- Letter of intent
- Resume
- Official transcripts from all colleges or universities attended*

*Unofficial transcripts can be used for application review. Official valid transcripts must be received prior to the end of the first course. Provisional admission will be granted until receipt of official transcripts.

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.

Applicants to this program are required to have:

- A baccalaureate degree, by the date of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
- Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
- Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

International Applicants

All transcripts from outside of Canada or the United States must be evaluated on a course-by-course basis by a NACES-approved transcript evaluation service. Please contact the Office of Admissions for specific transcript evaluation requirements.

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 Online Campus's code number for receiving test scores is B134. 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 a score of at least 22 on each of the four sections.

IELTS (ielts.org)

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

Admission

Adler University employs a rolling admission process for all start dates and programs. We accept applications at all times throughout the year. Applicants will be notified of their admission to an Adler University program by the Office of Admissions.

Applicants who have been admitted into a degree program and do not matriculate at their intended start date may be able to defer their admission to the next start date. Applicants who defer admission but do not matriculate must reapply for admission as outlined in the Application Process – Online Campus section of the current catalog.

The Office of Admissions does not maintain student files for applicants who do not enroll by their intended start date.

Changing or Adding Programs

Master's 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 in effect at the time of application to the new program. Acceptance into and/or successful completion of one degree program does not guarantee admission to another program.

TUITION AND FEES

Tuition

Tuition – Online Programs	\$ 855
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Other Fees

Fee – Late Payment	2% of balance
Fee – Returned Check	\$ 70
Fee – Transcript (Official)	\$ 10
Fee – Stop Payment	\$ 35

Payment Information

METHODS OF PAYMENT

By Web: Finance Self-Service is the fastest and easiest way to pay tuition and fees at Adler University. MasterCard, Discover, American Express, Visa, and e-check payment methods are available through Finance Self-Service. Payments made through Self-Service will be assessed a convenience fee: 2.5% of the payment amount for credit card payments and \$3.00 for e-check payments.

By Mail: 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.

Mailed payments must be received by the Office of Student Accounts by the scheduled due date. Please allow adequate time for mailing. Payments made by check or money order should be mailed to:

Adler University
ATTN: STUDENT ACCOUNTS
17 North Dearborn St.
Chicago, IL 60602

Tuition and fees are due and payable on the first day of class. 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 receiving financial aid funds are responsible for submitting payment for all tuition and fees that will not be covered by the amount of aid anticipated.

Payment plans (monthly installments) are available. Interested students can contact the Student Accounts Office for more information.

Students who have not paid their account balance by the due date, for whom there is no indication of pending financial aid, will be placed on financial hold. Students on financial hold, or whose financial accounts are delinquent, will be locked out of the LMS (cannot attend class), are not in good standing, and are not eligible to register for subsequent terms, 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 or from the date the course is dropped (via Adler Connect). Refunds will be based on the total charge incurred rather than the amount paid by the student. Mandatory fees are not refundable.

Tuition charges will be refunded based on the following schedule:

- Withdrawn by 11:59 p.m. on the 10th calendar day of the course = 100 percent refund
- Subsequent to add/drop deadline = No refund

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 Office of the Registrar.

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 course drop date processed by the Office of the Registrar.

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.

As part of this policy, Adler may retain a one-time application fee of no more than \$100.

Adler will make every effort to refund prepaid amounts for books, supplies, and other charges. Students will receive the refund within 40 days of their termination date. A written notice of withdrawal is not required.

All or a portion of any refunds due may be paid to sponsors furnishing grants, loans, scholarships, or other financial aid to students, in conformity with federal and state laws, regulations, and rules and requirements of financial aid sponsors. After any disbursements to financial aid sponsors have been made, the student shall receive the balance, if any, of the amount due under the University's refund policy.

ACADEMIC POLICIES AND PROCEDURES – ONLINE CAMPUS

Course Drop and Withdrawal

Students wishing to drop a course must do so before or during the published add/drop period. Please consult the academic calendar for specific dates. The official date of the drop is the date the Office of the Registrar receives written notification from the student with a request to drop the course.

Students who withdraw from a course(s) after the add/drop period but before the first day of the fourth week of the course (day 28) will receive a W grade for the course. Students who withdraw from a course after the fourth week of the course (29th day or later) will receive an F for the course.

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 his or her advisor.

Students who drop a course during the add/drop period may receive refunds in accordance with the established refund policy.

Attendance Policy

Students enrolled in online programs for which campus attendance is not required must fulfill the following attendance requirements:

- Students must log on to the course within the first seven days of class (the first seven days commencing with the start date of the course).
- Every week (academic week consists of 12:00 a.m. Wednesday through 11:59 p.m. Tuesday), students must exhibit two instances of any of the three activities listed below:
- Student submission of an academic assignment
- Student submission of an exam
- Student posting in a discussion forum

If a student's online activity indicates no attendance for 14 days from the previous date of attendance, then he or she may be administratively withdrawn.

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, students may request a review of their academic history, and a determination about granting transfer credit will be made at the discretion of the University. Requesting transfer credit involves a review of previous academic work, including syllabi and grades earned.

It is Adler University policy that a request for transfer credit for all courses within a student's program must be received with all supporting documentation by the add/drop period deadline of the first course of the student's degree program.

Transfer credit requests are reviewed on a case-by-case basis. Courses completed with a B or better grade and completed within 10 years of the date of the student's program matriculation will be considered for transfer credit. Students may transfer up to 12 credits toward any Online Campus degree program.

Leave of Absence

Students may take a leave of absence (LOA) by completing a Leave of Absence form, including necessary signatures, and submitting it to their Student Success Coach. An LOA may be taken for no more than two consecutive full-course periods, with a total not to exceed four full-course periods. The LOA will be noted on the student's transcript for each course period. Time approved for an LOA does not change or lengthen the maximum time allowed for degree completion.

LOA refers to the specific time period during a program when a student is not in active attendance. Students on an LOA are considered to have withdrawn for financial aid purposes, and their student loans will come due after any applicable grace period.

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

Administrative Withdrawal

Students must maintain continuous enrollment, meet attendance standards, maintain positive student account balances, meet satisfactory progress standards, and adhere to standards of student conduct, or they may be administratively withdrawn.

Students must be registered or be on an approved leave of absence for every eight-week course period. Students are expected to review and monitor their own student activity such that they continuously meet the University's attendance standards. Students are expected to manage payment for tuition, fees, and other miscellaneous charges such that they maintain current payment of their student accounts. Students with past-due balances that are not related to pending student financial aid may be administratively withdrawn. The University reserves the right to administratively withdraw students whose accounts are past due and to charge all associated fees. Students are expected to maintain standards of appropriate student conduct in all University-related activities or interactions, or they may be administratively withdrawn.

"Administrative Withdrawal" will be noted on the student's transcript.

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.

Readmission

Students who were previously enrolled at Adler University, but withdrew from their degree program or were administratively withdrawn, are required to submit a new application for admission 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. For students seeking readmission after military service, please see the Active Duty Military section. Students must also write a statement that includes an explanation surrounding the circumstances for which they were administratively withdrawn, satisfy all outstanding student account balances, and must be approved by the Dean of the Online Campus.

A formal audit of previously completed coursework will be undertaken only after acceptance into a degree program.

Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing the Student Withdrawal form and submitting it to their Student Success Coach. To withdraw in good standing, students must be in academic good standing at the time of withdrawal, have completed all requirements for courses for which they are registered, and may not be subject to pending disciplinary or academic inquiry. "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.

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:

GLOBAL CAMPUS

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	Withdraw	N/A
WF	Withdraw Fail	
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

Repeat Coursework

A maximum of nine credit hours may be repeated. Each course may only be repeated once. The highest grade earned for a course will be used in the overall GPA, and all prior grades will appear on the transcript. Students with a “conditional admit” status cannot retake their courses.

Grades of 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 final date of the class.

For an incomplete grade to be granted, students must submit an Incomplete Grade Agreement form to the instructor no later than 48 hours prior to the end of the course, or the student will receive the earned grade. The form must state specifically what the student must do to satisfy the course requirements, including the instructor’s grading criteria and the agreed-upon completion date. This form must be completed and submitted to the Office of the Registrar within 48 hours of the end date of the course. Faculty must submit the completed form to the Office of the Registrar.

A corresponding Grade Change form must be submitted to the Office of the Registrar by the end of the add/drop period of the next eight-week course period. If the form is not submitted by the deadline, the grade will be converted to an F.

Incomplete grades can impact financial aid eligibility.

Grade Appeals

A student may appeal a final course grade for the following reasons:

- Breach of written policy or procedure
- Bias
- Clerical or administrative error

APPEAL PROCESS

First Level: A student who wishes to appeal a grade for any of the criteria above must first appeal to the instructor. To do so, the student must email the instructor of record via their Adler email account, stating that he or she wishes to appeal and explaining the reason(s) for questioning the final grade.

The deadline for a student to take the complaint to the faculty member and Student Services advisor is the fifth calendar day of the next eight-week course period.

A decision by the course instructor will be communicated to the student within 10 days of the date the appeal was received.

Second Level: A student may appeal the instructor-level appeal decision by submitting a written request to the corresponding Program Director. The Program Director will review the appeal and respond to the student within 10 days. This decision is final.

Registration

Students are administratively registered for all courses. Students may take one course in every eight-week course period, with the exception of their capstone course (if applicable). Students may request to take more than one course per term, as an exception, by submitting a written request with rationale to the Dean of the Online Campus.

Credit Hour Policy

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

At Adler University's Online Campus, the expectation of contact time and student effort outside the class is the same as in traditional and hybrid courses. 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 fewer than 45 hours of coursework per term over an equivalent amount of time.

Adler University's Online Campus operates on a modular calendar. An academic term is defined as consisting of four eight-week modular courses. Instruction is scheduled year-round.

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 on- and off-campus settings, including but not limited to field, internship, in-service activities, or other activities.
3. Abide by all local, state/provincial, and national 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 and participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for others.
9. Regularly monitor their student accounts and ensure that all accounts are current.

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 limits outlined in the catalog.
3. Meet all academic standards and requirements, student responsibilities, and applicable program requirements.
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale.
5. Complete each course with no less than a C grade for letter-grade courses or a CR grade for credit/no-credit courses.

Grade Point Average (Overall GPA)

In order for students to maintain satisfactory academic progress, they must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Students who fall below a 3.0 cumulative GPA may be administratively withdrawn or dismissed.

Cumulative Progress for Completion of the Degree

Students are required to make steady progress toward degree completion by successfully 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.) Students who do not successfully complete at least 70 percent of all credit hours attempted are subject to being placed on academic probation or being dismissed from the University.

Maximum Time Frame Measurement (Time to Completion)

Students must complete their degree requirements within 150 percent of the total credit hours necessary to complete the program. For a 36 credit hour program, the student may take up to 54 credit hours to successfully complete the degree requirements. Students who fail to maintain successful progress toward time to completion may be administratively withdrawn.

Master's students must satisfactorily complete all of the requirements for degree completion within five years of the date of their first term of registration following admission to the program.

Academic Probation

Students will be placed on academic probation the first time they meet either of the following conditions:

1. Fall below a 3.0 cumulative GPA.
2. Receive a grade below C in a required letter-grade course or a grade of NC for a credit/no-credit course; students may retake up to nine credits within any degree program course sequence with any course being repeated only once.

Students on academic probation must meet all aspects of satisfactory academic progress within three consecutive course module periods.

Dismissal

Students may be subject to dismissal when they fail to meet the Statement of Student Responsibilities outlined in the catalog or any other policies applicable to students as identified in the Student Handbook. Students may be subject to dismissal if they meet the following conditions:

- Student is on probation and does not return to academic good standing within the maximum probationary period.
- Student fails to comply with an academic remediation plan.

- Student earns two or more grades of D, F, or NC
- Student fails to maintain minimum cumulative GPA standards.
- Conditional Admit student earns one grade of C, D, F, or NC.

Dismissal means a complete and permanent separation from the University. Students who are dismissed from the University are not eligible for readmission. The transcript of a student who has been dismissed will carry a notation of “Dismissal.”

Full-Time, Half-Time, and Less-Than-Half-Time Statuses

ONLINE CAMPUS PROGRAM

Students enrolled in an Online Campus 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.

PROGRAMS OF STUDY – ONLINE CAMPUS

Master of Arts (M.A.) in:

- Criminology & Criminal Justice
- Industrial and Organizational Psychology
- Emergency Management Leadership
- Media and Communications
- Psychology: Specialization in Military Psychology
- Nonprofit Management

MASTER OR ARTS IN CRIMINOLOGY & CRIMINAL JUSTICE

Program Overview

The Master of Arts in Criminology 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 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 underresourced 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 program does not lead to professional licensure or certification.

Program Objectives

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

1. Examine the theories of the causes and consequences of criminal behavior.
2. Develop skills in critical thinking and analysis from a social justice perspective.
3. Understand the complexities of modern-day criminal justice systems.
4. Apply research methodology and analytical thinking skills to lawmaking and lawbreaking.
5. Analyze behavior from a social psychology perspective as it relates to crime and justice.
6. Integrate skills, cultural competencies, and critical thinking to evaluate the criminal justice system.

Degree Requirements

Students must complete 36 credit hours, made up of 12 core courses in a set sequence, to graduate. Six credit hours during the final two courses of the program will be devoted to the creation of a capstone paper (more details below).

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

CRIM-500	Criminological Theory	3 cr.
CRIM-501	Juvenile Justice	3 cr.
CRIM-504	Mental Health Intersections in Criminal 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-512	Capstone in Criminology/Criminal Justice Part 1	3 cr.
CRIM-513	Capstone in Criminology/Criminal Justice Part 2	3 cr.
CRIM-514	Concepts of Justice	3 cr.
CRIM-515	Community and Social Psychology	3 cr.
CRIM-516	Special Topics in Criminology and Criminal Justice	3 cr.

Total Credit Hours Required: 36

Capstone Paper

A capstone paper is the final product produced by students in their master's degree program. The paper is a significant work of scholarship; it demonstrates students' cumulative knowledge and offers an original contribution to their discipline. Using both a theoretical and practical framework, this project will allow students to demonstrate mastery of a subject that may serve as a catalyst for future work and study. In line with the University's mission, students will be expected to connect their topic to social justice and socially responsible practice, ultimately resulting in proposals designed to improve justice. The substance of the paper is such that the creation of this project is broken into two parts.

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.
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.

MASTER OF ARTS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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 it fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

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 lifelong learning as an I/O practitioner.

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

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 Arts in Industrial and Organizational Psychology.

MASTER OF ARTS IN EMERGENCY MANAGEMENT LEADERSHIP

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 Master of Arts in Emergency Management Leadership program will develop the ability to understand complex social, emotional, psychological, and political dynamics to effectively serve and lead support processes addressing an impacted community's needs. This program takes psychology out of the classroom and private practice and into the community to provide direct, hands-on services to individuals and groups who need professionals with the expertise to provide immediate and long-term support. This program does not lead to professional licensure or certification.

Program Objectives

Upon the completion of this program, the graduate and emergency management leader will be able to do the following:

1. Identify the historically founded social, cultural, economic, and political climates from which the emergency management function and profession evolved as a valuable insight into understanding its core principles.
2. Cite the legal foundations as established by relevant legislative mandates, presidential directives, administrative rule making, and ensuing civil litigation that delineate the scope and limitations of emergency management globally and the emergency management leader specifically.
3. Implement the requisite emergency management leadership functions and assignments of each phase of the emergency management process—mitigation, prevention, response, and recovery—by employing generally recognized and accepted emergency management practices and methodologies consistent with applicable governmental and professional policies and procedures.
4. Weigh the individual and collective effects of the occurrence of a hazard and its adverse consequences, both physical and psychological, on functional needs populations within the community as a basis for both immediate and long-term response and recovery strategies.

5. Develop emergency management leader postures that foster the cooperative and collaborative interpersonal and interorganizational working relationships necessary to effectively serve as an emergency management leader within the command levels of the Incident Command System (ICS) and the National Incident Management System.
6. Establish appropriate communication skills, both verbal and written, to productively and appropriately interact with individuals, groups, and organizations as necessary to perform the functions of an emergency management leader.
7. Determine suitable analytical research strategies that foster community-based innovation, experimentation, and technological creativity to build on and improve currently recognized and accepted best practices in emergency management and emergency management leadership.
8. Appraise prominent theories of management and leadership while considering their applicability to navigating the complex ethnic, social, economic, emotional, psychological, and political dynamics of emergency management functions.
9. Apply the intellectual standards of critical thinking as an emergency management leader to arrive at ethical and socially just solutions during decision-making activities that carefully balance the rights of individuals against the greater needs of society as a whole.
10. Articulate the ethnic, social, economic, emotional, psychological, and political overtones that inherently arise in all disasters and how these factors should be equitably considered and weighted by the emergency management leader.
11. Embrace intellectual flexibility in addressing new and emerging issues and challenges in emergency management including legal issues, social issues, political issues, and psychological trauma issues, through exemplary emergency management leadership.
12. Predict and appreciate the human side of every disaster, whether arising from a technological or natural hazard, as manifested through discernable psychological trauma, mental health destabilization, and debilitating fear to facilitate appropriate mental and behavioral health intervention strategies.
13. Formulate focused and effective private sector–based emergency preparedness and disaster response plans that sufficiently prevent and mitigate the unfavorable and disruptive influences of a disaster or other emergency situation in a manner that ensures the continuity of the organization’s business operations is quickly realized.
14. Recommend both proactive and responsive strategies that prevent acts of domestic terrorism or amply mitigate the potential results of its fruition while being mindful and respectful of both individual and societal rights and liberties.
15. Devise interactive partnerships within the community that synthesize the desired goals of emergency management with contemporary society’s expectations of safety and security, both physical and psychological.
16. Develop an emergency management leadership approach that capitalizes on the value of respectful interpersonal relationships and transparent group/team interactions to bring about tangible changes, innovations, and improvements in an emergency management organization.
17. Perform the duties and responsibilities of an emergency management leader in a manner that assures the impartial and socially just delivery of services and recovery opportunities to the community, inclusive of its individual members, through strong leadership, principled convictions, innovation, and an unwavering questioning of the status quo.

Degree Requirements

Successful completion of the following courses is required for the Master of Arts 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

Capstone Project

During the second year in the program, students will expand on their knowledge from program course EML-507 (Research Methods for Emergency Management Leaders) 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 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 complete 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 completion of the required 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 Emergency Management Leadership.

MASTER OF ARTS IN MEDIA AND COMMUNICATIONS

Program Overview

The Master of Arts in Media and Communications for Social Change program will prepare students to leverage digital media as part of integrated strategies to impact social change. Students will explore the intersections of data, technology, psychology, communications, and media to form an integrated perspective on what drives social change and how institutions can move an agenda. Best practices and insights from the private sector, major movements, and electoral campaigns will be examined to ensure that students are prepared for the fast-moving world of public engagement innovation.

Narrowly defined communications strategies that center solely on traditional media silos and one-directional communications cannot succeed in a rapidly shifting, more flexible, data-driven communications environment. However, while a forward-looking perspective is at the core of this program, students must also respect and understand the core tenets of communications theory, traditional social organizing, and psychology that set the framework for and remain at the heart of some of the most disruptive, digitally fueled movements of the past decade.

Students will learn how to create and utilize media to affect social change. These courses are designed to marry technology and communications strategy with the psychology of social innovation and user behavior. Keeping up with ever-changing social and digital landscapes requires professionals to take a futuristic approach that goes beyond current media, practices, and thinking to position students as adaptable innovators, social entrepreneurs, and communications strategists.

This program will be offered completely online and structured to be completed in fewer than 18 to 24 months. The courses will be structured for asynchronous delivery allowing for both multiple terms of entry and the ability of students to complete the program at different paces. This program does not lead to professional licensure or certification.

Program Objectives

At the completion of this program, the student will be able to:

1. Anticipate user behavior to develop interactive design frameworks that engage and influence communities to move them toward a unified action.
2. Discover how tested and proven communications principles can be adapted to activate online audiences to influence both online and offline actions.
3. Explain the historical precedents, current practical applications, and future foreseeable adaptations in order to shape social change movements through the use of new media and communication platforms.
4. Organize technical, data-driven, defensible, and innovative digital applications to develop effective, persuasive, and actionable communications strategies.
5. Analyze the practical applications of big data and deep analytics to challenge preconceived user behavior assumptions and inform evidence-based strategies.
6. Create strategies and initiatives that implement the structural change necessary to manage real-time engagement programs that activate meaningful social change.

7. Create digital communication resources that integrate psychological and behavioral principles in order to successfully facilitate the movement of an agenda or idea.
8. Formulate creative recommendations using accepted qualitative and quantitative research techniques, as well as social conversation analysis.

Degree Requirements

This program contains 36 credit hours spread out over 12 three-credit courses delivered in a 100 percent online format. Students will complete courses that cover the following key concepts: media psychology, digital media, social media, communication, social change, data analytics, human behavior/media interaction, digital strategies, social justice, basic data science, and communications and international relations. Throughout the program, students will be exposed to both theory and practical applications, including a research course and a capstone project.

MAMC-500	Evolution of Media in Social Movements	3 cr.
MAMC-501	Psychology of Choice, Narration, and Persuasion	3 cr.
MAMC-502	Foundations of Audience Research and Analysis	3 cr.
MAMC-503	Fundamentals of User Behavior	3 cr.
MAMC-504	Influence of Technology on Global Movements	3 cr.
MAMC-505	Winning Digital Campaigns: From Elections to Social Justice Movements	3 cr.
MAMC-506	Essentials of Big Data and Deep Analytics	3 cr.
MAMC-507	Narrative-Powered Activism	3 cr.
MAMC-508	Law, Ethics, and Privacy in the Digital Age	3 cr.
MAMC-509	Converting Audiences to Advocates with Paid Digital Media Optimization	3 cr.
MAMC-510	Building and Leading Organizations	3 cr.
MAMC-511	Capstone – Developing Integrated Strategic Communications	3 cr.

Total Credit Hours Required: 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 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 Media and Communications for Social Change degree.

MASTER OF ARTS IN PSYCHOLOGY: SPECIALIZATION IN MILITARY PSYCHOLOGY

Program Overview

The Master of Arts in Psychology: Specialization in Military Psychology (MAMP) degree program 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 subdisciplines 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, as well as 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. This program does not lead to professional licensure or certification.

Program Objectives

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 non-mental health practitioners (e.g., commissioned and noncommissioned personnel, including nursing personnel, bachelor-level behavioral healthcare specialists, and resilience trainers).

At the completion of this program the student will be able to:

- Provide specialized training in military psychology for medical service officers, medics, and corpsmen (active duty, reserves, and national guard), as well as registered nurses and bachelor-level behavioral healthcare specialists in the military.
- Enhance the training and leadership outcomes of noncommissioned and commissioned officers, especially as it relates to personnel management and organizational behavior.
- Provide an immersion into military culture, systems, specialized education, and clinical treatment considerations for both undergraduate and graduate college/university graduates and LCPC, LCSW, LMFT, certified substance abuse counselors, and licensed psychologists who wish to serve military personnel, veterans, retirees, and their families.

- Assess and improve the overall mental health of military personnel, veterans, and their families, including the use of risk-assessment tools for combat-related stress.
- Explore prevention and intervention approaches that address suicidal ideation and/or alcohol and drug abuse.
- Evaluate how the military interacts with larger social, organizational, cultural, and technological systems.
- Provide research and evaluation, such as selecting recruits for the armed forces and determining suitability for service.
- Perform analysis on humanitarian and peacekeeping missions to determine procedures that can save military and civilian lives.

Degree Requirements

Successful completion of the following courses is required for the Master of Arts 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 Healthcare 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

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.

MASTER OF ARTS IN NONPROFIT MANAGEMENT

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 with multiple 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. This program does not lead to professional licensure or certification.

Program Objectives

The NPM program is a nonclinical program which prepares 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, and accountable advocates capable of collaborating for social change.

At completion of the program, the student will be able 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.

Degree Requirements

NPM-500	The Nonprofit Sector	3 cr.
NPM-501	Technical Skills for the Nonprofit Manager	3 cr.
NPM-502	Professional and Personal Development Skills for the Nonprofit Leader	3 cr.
NPM-503	Nonprofit Governance: Leadership, and Ethics	3 cr.
NPM-504	Philanthropy and Resource Development	3 cr.
NPM-505	Capstone One	3 cr.
NPM-506	Research Methods for Social Impact	3 cr.
NPM-507	Advocacy	3 cr.
NPM-508	Entrepreneurial Program Planning and Development for Social Change	3 cr.
NPM-509	Grant Writing	3 cr.
NPM-510	Human Resource and Volunteer Management	3 cr.
NPM-511	Capstone Two	3 cr.

Total Credit Hours Required: 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.

COURSE DESCRIPTIONS – ONLINE CAMPUS

CRIM-001	Student Orientation	0 Credits
EML-001		
MAMC-001		
MAMP-001		
MIO-001		
NPM-001		

Student orientation provides new students with an overview of Adler University policies and procedures, systems, personnel, resources, and organizations. Newly admitted students are expected to complete this mandatory orientation prior to enrollment, failure to complete orientation prior to the tenth day of their first course may result in dismissal from the program.

CRIM-500	Criminological Theory	3 Credits
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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
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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.

MAMC-500	Evolution of Media in Social Movements	3 Credits
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As the media landscape has evolved from the stable broadcast mechanisms of the early days of radio and television through the expansion of social media, organizations and individuals have consistently had to adapt to keep pace. This course will give students a foundation in the fundamental platforms of modern communications and the technologies behind digital engagement. With this foundation, the course will examine how social movements are built, how existing power structures can be challenged, and how activists' voices can be amplified through social media.

MAMP-500	Survey of Military Psychology	3 Credits
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Military psychology also includes the behavioral health challenges of those who are serving, or have served, and their families—whether in times of peace or conflict. This course will cover how the specialty of military psychology was historically established and evolved, and how it is distinguished from other branches of psychology. The various ways military psychology is applied to leadership, organizational behavior, human resources, and operational psychology are explored as well.

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.

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.

MAMC-501 Psychology of Choice, Narration, and Persuasion 3 Credits

The power of communication to inspire social movements is built upon the psychology of language, persuasion, and decision making. Social movements are predicated on constructing organizational frameworks around a theory of change and inspiring people to join the cause. In this course, students will learn about the core principles of linguistics, choice theory and architecture, and applied behavioral psychology. The essentials of motivating individuals and groups, designing incentives, and framing messages will all be explored in depth.

MAMP-501 Operational Psychology for the Military 3 Credits

This course provides students with the opportunity to learn about how operational psychology is used in the military and the effects it has on those who are serving, or have served, and their families. The specific aspects of operational psychology that will be discussed are unit cohesion, industrial and organizational psychology, psychological operations (PsychOps), human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare, among others. Operational psychology practices will be analyzed with a social justice lens.

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.

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.

MAMC-502 Foundations of Audience Research and Analysis 3 Credits

Effective communication relies not just on strategic narrative but also on a comprehensive understanding of the audiences we wish to engage and our impact on them. This course exposes students to quantitative and qualitative audience research methods, online listening and monitoring practices, and social media conversation analysis in order to shape message frameworks, build strategic narratives, and measure impact. Basics of applied statistics, modeling, sampling, and polling methodology will also be explored. In a communications landscape dominated by social behaviors, understanding the dynamics of dialogue, listening, and community responsiveness are all essential aspects of effective engagement.

MAMP-502 Mental Health Law and the Uniform Code of Military Justice 3 Credits

This course is designed to provide a basic understanding of civilian mental health law, the Uniform Code of Military Justice (UCMJ), and the military justice system. Students will examine the history and evolution of both civilian mental health law and the UCMJ and its application in the military environment. Specific jurisdictional issues and case law will be reviewed.

MIO-502 Organizational Theory 3 Credits

This course presents a multifaceted 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 life cycle, 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 for the 3 Credits
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 work-life balance.

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 emergency management and continuity planning courses to develop functional operations plans to manage and coordinate complex natural, technological, and political emergencies.

MAMC-503 Fundamentals of User Behavior 3 Credits

If we are to move people to social action, we need not only to inspire them but also to create immersive experiences across multiple platforms that give them opportunities to act. Understanding usage and design patterns, incentives, gamification, affordances of technology and design, and platform-specific actions is crucial to building active, engaged communities. Beyond individual calls to action, the course will examine community-building, knitting individual actions into long-term relationships, and empowering existing community members to drive experiences for new members.

MAMP-503 The Psychology of Conflict and Operations Other Than War 3 Credits

The course examines the biological, psychological, social, and spiritual impact of conflict and operations other than war. This course also provides students with an understanding of the psychological requirements (i.e., demands and consequences) of military operations ranging from the continuum of conflict (war, insurgency, and terrorism) to operations other than war (disaster response, humanitarian operations, and peacekeeping).

MIO-503 Research Methods 3 Credits

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.

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 coexistence 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.

MAMC-504 Influence of Technology on Global Movements 3 Credits

This course provides a survey of global studies through the lens of technology. The course offers a broad understanding of how technology impacts the lives of people from the local community to regional, national, international, and nonstate arenas. Students will seek to find commonalities across international borders at the same time as they assess the dynamics of media and technology in different regions of the world. Students will look to answer how mobile computing and access to technology drive engagement in the developing world, and how closed and open societies engage media—such as how the Arab Spring and other social and political movements have used technology to challenge existing power structures and how states have used social media to influence, monitor, and neutralize potentially threatening social movements.

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

This course is a comprehensive study of ethical, moral, and socially just behavior within a military context. This course allows for an exploration of self and negotiation of various worldviews as they relate to the general subjects of just war theory, laws of war, rules of engagement, and the international community's laws governing war and conflict. The course intends to promote both discussion and debate centered on addressing behaviors that uphold the principles of military ethics and social justice, particularly for behaviors that challenge the status quo of organizations that deviate from these standards and codes of conduct.

MIO-504 Organizational Development and Change 3 Credits

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 United States 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.

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 multiagency 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.

MAMC-505 Winning Digital Campaigns: From Elections to Social Justice Movements 3 Credits

From the election of Barack Obama to the rise of the Tea Party, this course offers a case-based examination of some of the most highly effective electoral and political campaigns in recent history. Insights from, and analysis of, those victories will be applied to a spectrum of advocacy and social justice organizations. Deconstructing entire programs from strategy through tactics will develop student understanding of how to build and execute winning digital campaigns based on the foundation understanding of media, psychology, communications theory, and experience design. A case-based approach gives students the opportunity to understand campaigns in real-world contexts of issues and outcomes.

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

This course examines the impact of cumulative combat stress from a biological, psychological, social, and spiritual perspective. It focuses on the range of psychological distress of those who are serving, or have served, and their families. Causes of distress such as combat exposure, being wounded or permanently disabled in conflict, exposure to weapons of mass destruction, being a prisoner-of-war will be discussed, and sexual trauma. Students will learn how to distinguish between common and maladaptive reactions to the range of stressful events inherent in exposure to trauma, grief, death, and loss.

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.

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 consider 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 policy-making 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.

MAMC-506 **Essentials of Big Data and Deep Analytics** **3 Credits**
Understanding success and defining objectives are crucial to building effective organizations, movements, and driving real outcomes and action. Advances in data aggregation, storage, and computing have made real-time analysis of huge data sets possible via a collection of methods and technologies known collectively as “big data.” This course will demystify and unpack those methods and technologies through the lens of how their understanding can drive effective engagement and leadership. Taking advantage of big data principles and concepts to create measurement and analytics systems that drive data-driven decision making.

MAMP-506 **Psychological 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 propose potential ways to institute a resiliency framework in various settings. Students will explore the role of educational and prevention programming in mitigating psychological distress by better preparing military personnel for the impact their job can have on individual and family life.

MIO-506 **Statistics** **3 Credits**
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.

CRIM-507 Research Methods 3 Credits

It is impossible to truly understand the wealth of empirical research that exists in the fields of criminology and criminal justice without understanding the basics of social science research methods. Furthermore, it is not possible to complete a significant work of scholarship without knowing how to apply these methods. 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.

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.

MAMC-507 Narrative-Powered Activism 3 Credits

Expanding the principles of storytelling, from single channels to an interconnected narrative that spans the entire landscape of networked communications, is how organizations go from compelling to powerful—blending narrative and action into a seamless engagement model. Students will learn to develop an interconnected narrative by building a strategic matrix of communities and tools, content calendaring and planning, responsive protocols, real-time social posture, defining a risk tolerance, and creating processes that allow for agile, opportunistic engagement to further their intended goal. In this course, students will learn content development and editorial planning and how to craft strategic narratives to drive action in a community.

MAMP-507 Research Methods 3 Credits

This course serves as the foundation for completing the community engagement and capstone projects. Students will identify a current or emerging topic related to their community engagement and capstone projects. To support completion of the required projects, this course introduces students to the basics of social science research methodology. Students will learn how to conduct literature reviews, generate research designs, and select variables and participants for study. Students will be exposed to philosophical debates about ethical and culturally relevant strategies for studying human behavior, and they will have guided opportunities to critique current research by identifying the research method and design, identifying and explaining design limitations, and making recommendations for improvement.

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, use 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.

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.

MAMC-508 Law, Ethics, and Privacy in the Digital Age 3 Credits

While data mining, information gathering, and user-tracking can offer unprecedented value and insights to communications professionals moving a message and measuring impact, these tools also pose new challenges to our relationship with individual privacy. This course will prepare students to tackle the practical, ethical, and legal issues surrounding data and digital media. Students will examine the available acceptable use and privacy policies of major digital players such as Facebook, YouTube, and Twitter to understand how the guidelines evolve and the boundaries a digital strategist must operate within. Students will also look at statutory and regulatory issues (e.g., DMCA, COPPA, and congressional and FTC privacy initiatives) and the impact of their enforcement. Topics around the legal use of content, intellectual property, and copyright will also be explored.

MAMP-508 Culture and Diversity in the Military 3 Credits

This course provides an overview of the history and evolution of the military culture. Particular focus will be paid to the psychological, sociological, and spiritual dimensions of the military. The impact on leadership, organizational structure, diversity, and military core values will be examined. Special attention will be given to the study of diversity and the cultural characteristics of race, gender, family, age group, ethnicity, religious beliefs, socioeconomic status, sexual orientation, and their influence on the shaping of today's military culture. Specific milestones such as the desegregation of the military, opening up the military to women, and the repeal of "don't ask – don't tell" will serve as case examples for study and discussion. The aim of the course is to provide the learner with a better understanding of military culture in order to develop a better sensitivity in communications and interactions with those who are serving, those who have served, and their families.

**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, and existing state-of-the-art programs that address the issue; and finally to propose ideas for a new and innovative program.

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 includes law enforcement, courts, corrections, re-entry, prosecution, probation, and public defense. 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.

**MAMC-509 Converting Audiences to Advocates with Paid Digital 3 Credits
Media Optimization**

Successful organizations take a passive information-receiver on a journey to become a mobilized advocate for your cause. This "ladder of engagement" is the framework that the community is built around. Students will learn how to intentionally optimize the conversion rates at each rung of the ladder in order to drive a deeply engaged community. This course explores testing and optimization techniques for user experience, including: content, digital advertising, search engine marketing and search engine optimization, and using the information for formulating communications and digital engagement.

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

This course is an overview of the Department of Defense and Veterans Administration's healthcare 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, and 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 Dynamics 3 Credits

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.

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

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.

MAMC-510 Building and Leading Organizations 3 Credits

Communications and engagement are only two elements of a social movement or advocacy organization. In social movements and advocacy organizations, digital engagement and technology are force multipliers for the entire organization, not simply ends to themselves. Students will learn how to define organizational structure, process, and culture that enables innovation and digital engagement. This course will explore the process of knitting communications and engagement together with programs, events, offline volunteer activity, and operations—creating a culture of innovation, technology, and digital engagement across the entire organization. This course will combine real-world case studies from successful organizations while integrating of industrial-organizational psychology.

MAMP-510 Substance Abuse in the Military 3 Credits

This course examines alcohol and substance use and addictive use disorders, along with other addictive disorders, experienced by those who are serving, or have served, and their families. The biological, psychological, social, and spiritual impact of use within the military will be detailed. Current research literature regarding substance use will be reviewed for evidence-informed models of education, prevention, intervention, and treatment. Information will be provided that will facilitate a basic understanding of the pharmacological, physiological, and medical aspects of substance use. Students will survey the common screening tools used to recognize the signs and symptoms of various forms of substance use within the military community. The historical patterns of alcohol and other drug usage; the introduction of self-help groups; and evolution of prevention, intervention, and treatment delivery systems will be surveyed.

MIO-510 Executive Coaching 3 Credits

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.

**EML-511 Emerging Issues in Emergency Management and
Homeland Security 3 Credits**

This special topics course will closely examine trends and changes within the conceptualization of emergency management in the United States. It will focus on timely issues currently shaping the trajectory of the nation's responses to disaster events. Students will contemplate current debates within the realm of emergency management, focusing on topics such as application of technology, private sector and government partnerships, the role of government in grant funding, the role of homeland security and information sharing, the state of national preparedness, and current legal and policy issues.

**MAMC-511 Capstone – Developing Integrated Strategic
Communications 3 Credits**

This course prepares students to weave together tactical elements into a complete integrated communications structure. Built on the cases of success and the individual elements of effective organizations, this course is designed to integrate all of the previous coursework and engage students as the leaders of a movement and empower them to analyze, organize, and implement social change.

MAMP-511 Social Services and Behavioral Healthcare to Veterans, 3 Credits
Retirees, Military, and Their Families

This course will specifically examine the social service and behavioral health systems that are responsible for providing psychiatric, mental health, substance abuse, and family care for those who are serving, or have served, and their families. Following guidance from the Department of Health and Human Services' Substance Abuse & Mental Health Administration (SAMHA), the course will promote an understanding of promising, best, and evidence-based practices in suicide prevention, mental health, and substance use treatment. Students will learn about both government and nongovernment social and behavioral health services and programs (such as veterans' courts and veterans' homeless programs). They will also learn about strategies to increase appropriate use of various reimbursement methods and Department of Veterans Affairs resources.

MIO-511 Training: Theory, Design, and Evaluation 3 Credits

Prerequisite: MIO-517. The course provides students with a thorough understanding of the role of a training and development practitioner. It will include an analysis of current best practices, including adult learning theory, instructional design/strategy, and program evaluation. The course provides practical opportunity for students to design their own training program and develop instructional strategies appropriate for training programs that are delivered in various formats. Students take a big-picture perspective by understanding the value of training to meet strategic organizational needs and individual employee development needs.

NPM-511 Capstone Two 3 Credits

In this course, students will further develop the nonprofit organization proposed in Capstone One. Students will build on 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.

CRIM-512 Capstone in Criminology/Criminal Justice Part 1 3 Credits

During the first course in their capstone paper, students work closely with faculty to select and refine an issue defined by their personal and professional interests for research and exploration. Students will develop a problem statement, craft a comprehensive literature review, and connect social justice issues to potential solutions. Additionally, the concept of peer review will be examined, and students will engage in peer review of pieces of each other's capstone papers.

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 nonclinical community engagement placement. The capstone project may include, but need not be 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 multicompetency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as they relate to employee selection.

CRIM-513 Capstone in Criminology/Criminal Justice Part 2 3 Credits

Continuing the work started during CRIM-512, students will use their literature review to identify gaps in knowledge, engage in additional peer reviews, develop an original proposal to improve justice as it relates to their chosen topic, complete and submit a capstone paper, and create a multimedia presentation for their peers.

CRIM-514 Concepts of Justice 3 Credits

There is no correct or incorrect answer to the question “What is justice?” However, developing a personal understanding of what justice means will provide students with an important guide in their careers as students and beyond. This course will introduce students to the concept of justice and how it is relevant to developing an understanding of the criminal justice system. Topics will include crime and social control, the development and objectives of criminal law, and how the criminal justice system achieves or fails to deliver “justice.” In addition, special attention will be devoted to the conduct of basic criminal justice research, writing, and critical thinking. The primary focus will be on an assessment of the ideas that underlie criminal justice—namely, the nature of crime, law, and justice—and the nexus between them.

CRIM-515 Community and Social Psychology 3 Credits

The consideration of individual differences is necessary to develop an understanding of criminal behavior and responses to crime. Furthermore, 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 that affect the positive growth, development, and functioning of its members. This course examines, from a diversity perspective, the theories and concepts of social psychology and focuses on strategies that facilitate and promote constructive social change within communities, as it relates to the criminal justice system. 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. The course also 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.

MIO-515 Social Responsibility Action Plan 1 Credit

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.

CRIM-516 Special Topics in Criminology and 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. The ability to critically evaluate the complexities and consequences, both intended and unintended, of a contemporary policy and practice and societal attitudes is an essential skill for a socially responsible criminal justice professional. Issues relevant to criminal justice and criminology are in the news every day; perspectives and research on highly relevant topics in this arena are continuously updated. In order to provide students with information about the most relevant topics in the field, this course subject will be offered about a changing topics based on the most contemporary and pressing issues. For example, this course may focus on drug policy, incarceration, terrorism, trafficking, or global crime. It will provide an introduction to the issue, policy implications, and the impacts on individual behavior and attitudes and the collective impact on society.

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.

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.

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 interrater agreement. Additional topics include rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multinational organizations.

ACADEMIC CALENDAR 2016-2017 – ONLINE CAMPUS

(Dates are subject to change; please ensure you have the most up-to-date calendar.)

Fall I 2016: August 31, 2016 – October 25, 2016 Fall II 2016: October 26, 2016 – December 20, 2016		
Event	Date	Comments
First Day of Classes – Fall I	Wednesday, August 31, 2016	
Labor Day	Monday, September 5, 2016	Holiday
Last Day to Add or Drop Courses	Friday, September 9, 2016	
Last Day to Withdraw with a “W” Grade	Tuesday, September 27, 2016	
Indigenous Peoples’ Day	Monday, October 10, 2016	Holiday
Last Day of Classes – Fall I	Tuesday, October 25, 2016	
First Day of Classes – Fall II	Wednesday, October 26, 2016	
Grades Due – Fall I	Thursday, October 27, 2016	
Last Day to Add or Drop Courses	Friday, November 4, 2016	
Last Day to Withdraw with a “W” Grade	Tuesday, November 22, 2016	
Thanksgiving	Thursday, November 24, 2016	Holiday
Day after Thanksgiving	Friday, November 24, 2016	Holiday
Last Day of Classes – Fall II	Tuesday, December 20, 2016	
Break	Wednesday, December 21, 2016 – Tuesday, January 3, 2017	
Grades Due – Fall II	Thursday, December 22, 2016	
Christmas Eve (Observed)	Friday, December 23, 2016	Holiday
Christmas (Observed)	Monday, December 26, 2016	Holiday

ACADEMIC CALENDAR 2016-2017 – ONLINE CAMPUS

(Dates are subject to change; please ensure you have the most up-to-date calendar.)

Spring I 2017: January 4, 2017 – February 28, 2017 Spring II 2017: March 1, 2017 – April 25, 2017		
Event	Date	Comments
First Day of Classes – Spring I	Wednesday, January 4, 2017	
Last Day to Add or Drop Courses	Friday, January 13, 2017	
Martin Luther King Jr Day	Monday, January 16, 2017	Holiday
Last Day to Withdraw with a "W" Grade	Monday, January 31, 2017	
President's Day	Monday, February 20, 2017	Holiday
Last Day of Classes – Spring I	Tuesday, February 28, 2017	
First Day of Classes – Spring II	Wednesday, March 1, 2017	
Grades Due – Spring I	Thursday, March 2, 2017	
Last Day to Add or Drop Courses	Friday, March 10, 2017	
Last Day to Withdraw with a "W" Grade	Tuesday, March 28, 2017	
Good Friday	Friday, April 14, 2017	Holiday
Last Day of Classes	Tuesday, April 25, 2017	
Break	Wednesday, April 26, 2017 – Tuesday, May 2, 2017	
Grades Due – Spring II	Thursday, April 27, 2017	

Summer I 2017: May 3, 2017 – June 27, 2017
Summer II 2017: June 28, 2017 – August 22, 2017

Event	Date	Comments
First Day of Classes – Summer I	Wednesday, May 3, 2017	
Last Day to Add or Drop Courses	Friday, May 12, 2017	
Memorial Day	Monday, May 29, 2017	Holiday
Last Day to Withdraw with a "W" Grade	Tuesday, May 30, 2017	
Last Day of Classes – Summer I	Tuesday, June 27, 2017	
First Day of Classes – Summer II	Wednesday, June 28, 2017	
Grades Due – Summer I	Thursday, June 29, 2017	
Independence Day	Tuesday, July 4, 2017	Holiday
Last Day to Add or Drop Courses	Friday, July 7, 2017	
Last Day to Withdraw with a "W" Grade	Tuesday, July 25, 2017	
Last Day of Classes – Summer II	Tuesday, August 22, 2017	
Break	Wednesday, August 23, 2017 – Tuesday, August 29, 2017	
Grades Due – Summer II	Thursday, August 24, 2017	

ADMISSION POLICIES AND PROCEDURES – VANCOUVER CAMPUS

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 on 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, Vancouver Campus. Students submitting U.S. or Canadian transcripts should have official transcripts sent directly to the Office of Admissions, Vancouver Campus. 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 6 to 12 months before their desired term of entry.

- Applicants seeking admission to the Doctor of Psychology in Clinical Psychology (Psy.D.) program 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. Those who are admitted must notify the Office of

Admissions, Vancouver Campus, indicating their intent to matriculate in the subsequent fall term by submitting the tuition deposit 15 days after date of receipt of the admissions letter. 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.

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Admissions Deadlines	Early Consideration	Priority	Space Available	Term of Entry
Psy.D. Clinical Psychology	December 1	February 15	Contact Admissions	Fall
M.A. in Counselling Psychology	February 1	April 1	Contact Admissions	Spring* and Fall
Master of Counselling Psychology	February 1	April 1	Contact Admissions	Spring* and Fall
Master of Counselling Psychology: Art Therapy	February 1	April 1	Contact Admissions	Fall
M.A. in Organizational Psychology	February 1	April 15	Contact Admissions	Fall
Master of Public Policy Administration	February 1	April 15	Contact Admissions	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, Vancouver Campus, 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 (master's applicants) 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 deferment fee, and a statement indicating why they would like to defer their admission on file with the Office of Admissions, Vancouver 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, Vancouver Campus, does not maintain student files for students who do not enroll by their intended start date.

International Applicants

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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 an Adler University program, students must pay tuition and fees according to the University's payment schedule.

Working Off Campus – International Students

International students studying at Adler University's Vancouver Campus qualify to work off campus.

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 students-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 status 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 that 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 they 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 master's degree students may apply to change from one of 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, meeting all deadlines and requirements of that program (please see above). Students from master's 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 (1) the length of time that has passed since the coursework was originally completed, (2) the grade earned in the course, (3) the performance evaluation completed by the student's advisor/supervisor, and (4) 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 (for the Psy.D. program, transfer credit applications are only accepted prior to commencement of the degree and following acceptance and deposit by the student).

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 at least 80 percent 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. Rarely will credit 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 a master's program and a maximum of 24 credit hours into the Doctor of Psychology (Psy.D.) in Clinical Psychology 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 – VANCOUVER CAMPUS

Class Attendance

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 NC (no credit) 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 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 composed of a condensed semester of 12 weeks. 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: These courses 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: 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.

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.

Qualifying Examinations

In addition to satisfying coursework, practica, and other program requirements, master’s and doctoral programs require qualifying exams that 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 on 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, Half-Time and Less-Than-Half-Time Statuses

To be considered full time, doctoral students must enroll in nine or more credit hours each term. Doctoral students enrolled in between five and eight 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.

Master's and certificate students must enroll in eight or more credits to be considered full time. Master's 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, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation courses 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, or doctoral dissertation continuation courses meet the requirement for half-time study and are eligible to receive Title IV funding and deferments. Students who register for Oral Defense only in any given term are not eligible for Title IV funding.

Course Drop and Withdrawal

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, he or she 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:

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

Only two grades of C, and no grades of D, F, NC, or 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. The Psy.D. program does not permit auditing of coursework at this 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.

TUITION AND FEES

2015–2016 TUITION AND FEES SCHEDULE

Admission 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	\$ 890
Tuition – Standard Psy.D. Credit Hour	\$ 1030
Tuition – Audit Master's Credit Hour	\$ 445

FINANCIAL AID – VANCOUVER CAMPUS

Student loans are offered by the Canadian and U.S. governments to help students pay for their postsecondary education. Canadian students (including permanent residents, landed immigrants, and protected persons) apply for loans through their home province or territory.

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 Code for Psy.D. program: XCZ6

Course Load Information: 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 postsecondary 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 British Columbia 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 British Columbia 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 postsecondary education are eligible to receive nonrepayable grants (for up to \$10,000 per program year) to purchase adaptive equipment and support services to help access public or private postsecondary 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.

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 Public Policy and Administration

Doctor of Psychology in Clinical Psychology

MASTER OF ARTS IN COUNSELLING PSYCHOLOGY

Program Overview

The Master of Arts in Counselling Psychology (MAC) degree program, in alignment with Adler University's scholar-practitioner model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice. The program offers comprehensive and personalized graduate degree training that qualifies students to practice as counselling professionals in primarily a Canadian context. There is an emphasis on developing self-reflexive and ethically aware practitioners who are educated both theoretically and practically in socially responsible practice. There are four program objectives: (1) to train graduates to ethically assess and skillfully intervene to support psychological and emotional well-being in a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse clients; (2) to train graduates to use self-reflexivity, self-awareness, and life-long learning for personal and professional development and competence; (3) to develop graduates who have learned how to critique the literature and can apply literature-based and research-based foundations of counselling psychology practice to their work; and (4) to develop graduates who embrace a socially responsible counselling practice and who have the ability to identify and apply goals and tasks that further social justice and foster inclusive and healthy communities rooted in Adler University's mission towards social interest.

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:

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.

* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
* MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.
* MACP-472	Counselling Skills & Intervention	3 cr.
* PCO-473	Pre-Practicum Counselling Lab	0 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MAC-502	M.A. Practicum Seminar I	2 cr.
MAC-503	M.A. Practicum Seminar II	2 cr.
MAC-506	M.A. Practicum I	1 cr.
MAC-507	M.A. Practicum II	1 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-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.
MACP-569	Lifestyle and Career Development	3 cr.
* MACP-623	Life Span Development	3 cr.
* MACP-641	Social Psychology and Individual Diversity	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Therapy	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: 58

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term Credits = 13

Spring Term

MACP-201	Professional Development Seminar II Social Justice Practicum I	1 cr.
SJP-202	Counselling Skills & Intervention	1 cr.
MACP-472	Ethical Practice in Counselling Psychology	3 cr.
MACP-505	Research in Counselling Psychology	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

Term Credits = 11**Summer Term**

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

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

MAC-502	M.A. Practicum Seminar I	1 cr.
MAC-506	M.A. Practicum I	2 cr.
MAC-526	M.A. Thesis I	3 cr.
MACP-663	Effective Couple and Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 10**Spring Term**

MACP-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-503	M.A. Practicum Seminar II	2 cr.
MACP-569	Lifestyle and Career Development	3 cr.

Term Credits = 9**Summer Term**

MACP-337	Group Psychotherapy	3 cr.
MACP-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 Required: 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 social justice 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 Social Justice Practicum (SJP) 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.

SOCIAL JUSTICE PRACTICUM

Students completing first-year coursework will spend 8 to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. Students should contact the Manager of Social Justice 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 8 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 that 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 IP (in progress) for any term in which they are making satisfactory progress on their thesis and a grade of NP (no progress) 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) program, in alignment with Adler University's scholar-practitioner model, prepares students to be knowledgeable and effective in the application of foundational theories and methods of counselling practice. The program offers comprehensive and personalized graduate degree training that qualifies students to practice as counselling professionals in primarily a Canadian context. There is an emphasis on developing self-reflexive and ethically aware practitioners who are educated both theoretically and practically in socially responsible practice. There are four program objectives: (1) to train graduates to ethically assess and skillfully intervene to support psychological and emotional well-being in a wide range of populations with the attitudes, knowledge, and skills needed to work professionally with diverse clients; (2) to train graduates to use self-reflexivity, self-awareness, and life-long learning for personal and professional development and competence; (3) to develop graduates who have learned how to critique the literature and can apply literature-based and research-based foundations of counselling psychology practice to their work; and (4) to develop graduates who embrace a socially responsible counselling practice and who have the ability to identify and apply goals and tasks that further social justice and foster inclusive and healthy communities rooted in Adler University's mission towards social interest.

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:

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
* MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.
* MACP-472	Counselling Skills & Intervention	3 cr.

* PCO-473	Pre-Practicum Counselling Lab	0 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MAC-506	Master's Practicum I	1 cr.
MAC-502	Master's Practicum Seminar I	2 cr.
MAC-503	Master's Practicum Seminar II	2 cr.
MAC-507	Master's Practicum II	1 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.
MACP-569	Lifestyle and Career Development	3 cr.
* MACP-623	Life Span Development	3 cr.
* MACP-641	Social Psychology and Individual Diversity	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MACP-995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours Required: 54

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

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

Term Credits = 13

Spring Term

MACP-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-472	Counselling Skills & Intervention	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.

Term Credits = 11

Summer Term

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

Term Credits = 10

YEAR TWO**Fall Term**

MAC-506	Master's Practicum I	1 cr.
MAC-502	Master's Practicum Seminar I	2 cr.
MACP-663	Effective Couple and Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 9**Spring Term**

MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MAC-507	Master's Practicum II	1 cr.
MAC-503	Master's Practicum Seminar II	2 cr.
MACP-569	Lifestyle and Career Development	3 cr.

Term Credits = 8**Summer Term**

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

Term Credits = 3**Total Credit Hours Required: 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 Social Justice 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 Social Justice Practicum (SJP) 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.

SOCIAL JUSTICE PRACTICUM

Students completing first-year coursework will spend 8 to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. International SJP opportunities are also available. Students should contact the Manager of Social Justice 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 8 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 that 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

The Master of Counselling Psychology: Art Therapy program at Adler University combines innovative, practical verbal and meta-verbal skill training with a leading-edge curriculum to educate socially responsible counsellor/art therapists.

As a form of the expressive therapies, art therapy draws on artistic media, imagination, and the creative process to promote physical, mental, and emotional well-being.

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 Social Justice 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

arttherapy.org

B.C. Association of Clinical Counsellors

bc-counsellors.org

British Columbia Art Therapy Association

bcarttherapy.com

Canadian Art Therapy Association

canadianarttherapy.org

Canadian Counselling and Psychotherapy Association

ccacc.ca

Canadian Psychological Association

cpa.ca

Curriculum Sequence

YEAR ONE

Fall Term

MART-200	Counselling/Art Therapy Professional Development Seminar I	1 cr.
MART-202	Social Justice Practicum 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 = 14

Spring Term

MART-201	Counselling/Art Therapy Professional Development Seminar II	1 cr.
MART-203	Social Justice Practicum II	1 cr.
MART-345	Assessment, Diagnosis, and Treatment Planning in Counselling/Art Therapy (and Lab)	3 cr.
PCO-472	Basic Intervention and Assessment Skills	3 cr.
PCO-647	Biopsychosocial Bases of Health & Dysfunction for Counsellors	3 cr.
MART-452	Theories and Methods of Counselling/Art Therapy Intervention I: Families, Couples, and Older Adults	3 cr.

Term Credits = 14

Summer Term

MART-204	Social Justice Practicum Continued	0 cr.
MART-346	Counselling/Art in Group Therapy	3 cr.
MART-466	Studio Art	3 cr.
MART-505	Counselling/Art Therapy Professional Development, Issues, and Ethics	3 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-473	Pre-practicum Counselling/Art Therapy Lab	0 cr.

Term Credits = 12

YEAR TWO

Fall Term

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

Term Credits = 9

Spring Term

PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
MART-468	Counselling/Art Therapy Practicum Seminar II	2 cr.
* MART-481	Counselling/Art Therapy Practicum II	1 cr.
* PCO-495	Research Methods	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.

Term Credits = 11**Summer Term**

MART-995	Master's Clinical Qualifying Examination	0 cr.
MART-482	Counselling/Art Therapy Practicum Continued	0 cr.

Term Credits = 0**Total Credit Hours Required: 60**

*Can be taken in Summer term (optional)

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 completion of 150 minimum hours of Social Justice 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 that demonstrate 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 Adler University 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 are approved by the MCP: Art Therapy Program Director.

Practicum – Vancouver Campus

SOCIAL JUSTICE PRACTICUM

Students completing first-year coursework will spend 8 to 10 hours per week over the course of eight months at approved Social Justice Practicum (SJP) sites and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. Students should contact the Manager of Social Justice 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, private practices, school systems, and addiction services. Students should expect to spend at least three days per week over the course of 8 to 12 months at approved practicum sites and must concurrently enroll in Practicum Seminars during their field experience. The Department of Community Engagement works in collaboration with students in identifying and obtaining clinical practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook for detailed information.

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 a counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and 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 artwork: 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.

M.A. IN ORGANIZATIONAL PSYCHOLOGY

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 Social Justice 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.

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-215	Leadership Development	3 cr.
MAOP-220	Professional Development Seminar	1 cr.
MAOP-222	Social Justice Practicum I	1 cr.
MAOP-225	Social Justice Practicum II	1 cr.
MAOP-515	Communication Theory and Practice	3 cr.
MAOP-523	Psychometrics Lab	1 cr.
MAOP-525	Statistical Methods at Work	3 cr.
MAOP-535	Ethics and Socially Responsible Practice	1 cr.
MAOP-546	Research Methods in Organizational Psychology	3 cr.
MAOP-547	Group Theory and Team Dynamics	3 cr.
MAOP-549	MAOP Thesis	3 cr.
MAOP-550	MAOP Thesis Preparation	1 cr.
MAOP-570	Foundations in Organizational Psychology	3 cr.
MAOP-576	Strategic Human Resource Management	3 cr.
MAOP-578	Personnel Selection and Assessment	3 cr.
MAOP-580	Organizational Change and Development	3 cr.
MAOP-585	Leadership Coaching	3 cr.
MAOP-586	Organizational Psychology Practicum I	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.
MAOP-590	Career Development and Executive Succession	1 cr.
MAOP-641	Social Psychology and Well-Being at Work	3 cr.

Total Credit Hours Required: 45

Curriculum Sequence

YEAR ONE

Fall Term

MAOP-215	Leadership Development	3 cr.
MAOP-570	Foundations in Organizational Psychology	3 cr.
MAOP-641	Social Psychology and Well-Being at Work	3 cr.
MAOP-535	Ethics and Socially Responsible Practice	1 cr.
MAOP-546	Research Methods in Organizational Psychology	3 cr.

Term credits = 13

Spring Term

MAOP-576	Strategic Human Resource Management	3 cr.
MAOP-578	Personnel Selection and Assessment	3 cr.
MAOP-523	Psychometrics Lab	1 cr.
MAOP-547	Group Theory and Team Dynamics	3 cr.
MAOP-525	Statistical Methods at Work	3 cr.

Term credits = 13

Summer Term

MAOP-220	Professional Development	1 cr.
MAOP-550	MAOP Thesis Preparation	1 cr.
MAOP-515	Communication Theory and Practice	3 cr.
MAOP-580	Organizational Change and Development	3 cr.
MAOP-585	Leadership Coaching	3 cr.
MAOP -590	Career Development and Executive Succession	1 cr.

Term credits = 12**YEAR TWO****Fall Term**

MAOP-549	MAOP Thesis	3 cr.
MAOP-222	Social Justice Practicum I	1 cr.

Term credits = 4**Spring Term**

MAOP-529	MAOP Thesis (continue) (Vancouver Campus)	
MAOP-225	Social Justice Practicum II (continued) (Vancouver Campus)	1 cr.

Term credits = 1**Summer Term**

MAOP-586	Organizational Psychology Practicum I	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.

Term credits = 2**Total Credit Hours = 45****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 social justice 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

SOCIAL JUSTICE PRACTICUM

In their second year of the program, students will spend 8 to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site and must concurrently enroll in required coursework or thesis requirements. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. For more information, students should contact the Manager of Social Justice 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.

MASTER OF PUBLIC POLICY AND ADMINISTRATION

Program Overview

The Master of Public Policy and Administration program aims to graduate socially responsible practitioners educated in the values, ethics, and skills to work effectively as social change agents in the public and not-for-profit sectors. With concentrations in Social Change Leadership and Immigration Policy and Practice, the program prepares graduates for professional work in three areas: social policy development, analysis and reform, and government and not-for-profit administration and social service.

Graduates of this program will:

- Have demonstrated knowledge of the key developments in Canadian public sector governance and be able to locate contemporary public policy and administration in its political, social, and economic context.
- Understand the fundamental principles of macro- and microeconomics and their application in the development of public policy in Canada in the public and not-for-profit sectors.
- Be prepared for ethical leadership and management of social change in substantive areas of social and public policy in Canada's public and not-for-profit sectors.
- Be able to identify a range of stakeholders in the public policy process and be equipped with communication and advocacy skills necessary to engage diverse policy actors.
- Be able to apply Adlerian community psychology and an analysis of the social determinants of health to the development and implementation of social programs in the public and not-for-profit sectors.
- Be able to critique and apply a range of quantitative and qualitative methodologies in the development, analyses, and evaluation of public policy.
- Understand the importance of multidisciplinary analysis in program development and evaluation in addressing the needs and interests of diverse populations in Canadian society.

Degree Requirements

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

Core Courses

MPPA-500	Principles of Community Psychology	3 cr.
MPPA-530	Public Policy Analysis and Application	3 cr.
MPPA-540	Organizational Leadership and Management Practice	3 cr.
MPPA-560	Social Program Planning and Implementation	3 cr.
MPPA-505	Public Sector Governance	3 cr.
MPPA-570	Ethics, Diversity, and Socially Responsible Practice	3 cr.
MPPA-510	Applied Research Methods I: Models and Analytics	3 cr.
MPPA-520	Applied Research Methods II: Applications	3 cr.
MPPA-550	Economy and Economic Analysis	3 cr.

Social Change Leadership Concentration Courses

MPPS-600	History and Foundations of Community Development	3 cr.
MPPS-610	Advocacy Strategy and Tactics for Social Change	3 cr.
MPPS-620	Professional Practicum and Capstone Project	3 cr.

Immigration Policy and Practice Concentration Courses

MPPI-605	Canadian Immigration and Refugee Policy and Practice	3 cr.
MPPI-615	Canadian Settlement Experience and Service Planning	3 cr.
MPPI-625	Professional Practicum and Capstone Project	3 cr.

Total Credit Hours: 36

Curriculum Sequence**YEAR ONE****Fall Term**

MPPA-500	Principles of Community Psychology	3 cr.
MPPA-505	Public Sector Governance	3 cr.
MPPA-510	Applied Research Methods I: Models and Analytics	3 cr.
MPPA-530	Public Policy Analysis and Application	3 cr.

Term credits = 12

Spring Term

MPPA-540	Organizational Leadership and Management Practice	3 cr.
MPPA-550	Economy and Economic Analysis	3 cr.
MPPA-520	Applied Research Methods II: Applications	3 cr.
MPPA-560	Social Program Planning and Implementation	3 cr.

Term credits = 12

Summer Term

MPPA-570	Ethics, Diversity, and Socially Responsible Practice	3 cr.
	Concentration Course 1	3 cr.
	Concentration Course 2	3 cr.

Term credits = 9

YEAR TWO

	Professional Practicum and Capstone Project	3 cr.
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Term credits = 3

Total Credit Hours = 45

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 300 minimum clock hours of a professional 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 Capstone 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 Public Policy and Administration 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.

Applicants to the program must have the following:

- 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.
- Completion of the following semester courses with grades of C or better: Introductory course in microeconomic, political science, or public policy and social science coursework in quantitative analysis, such as research methods, statistics, or quantitative reasoning.
- Evidence of interest and experience in community and social development efforts.

Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at the Adler School, Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy as well as the field experience.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

Program Overview

The Doctor of Psychology in Clinical Psychology (Psy.D.) program prepares students for the general practice of professional clinical psychology with particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction. Our Psy.D. program aligns with the core competencies outlined by the Mutual Recognition Agreement of the regulatory bodies for professional psychologists in Canada and 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 mirrors 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 in the final year of the program.

Curriculum

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

In the first year, foundation courses help students develop knowledge and skills pertinent to relationship, diversity, and assessment competencies, as well as human development and health and dysfunction. Foundation courses also are taken in biological bases and cognitive/affective bases of behavior. In addition, students attend a Professional Development Seminar to receive guidance on program requirements, an orientation to issues pertinent to professional psychology, and preparation for the Social Justice Practicum, the unique service-learning experience that reflects our 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 roles of structural and systemic factors on human well-being. Each student also completes two required clinical practica, and begins his or her doctoral dissertation.

The fourth year of the curriculum is devoted to coursework on professional practice-oriented competencies such as supervision and consultation as well as additional coursework in psychopharmacology and socially responsible practice. Students are encouraged to complete their doctoral dissertations prior to beginning their pre-doctoral internships.

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 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 Dissertation. 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 School faculty. After completing all coursework, practicum training experiences, and clinical qualifying examinations, students will be required to complete a 1600-hour internship at a site approved by the school. In addition, the program requires a 150-hour Social Justice 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 Dissertation

The doctoral dissertation requires each student to design, prepare, and implement a research study examining an issue relevant to the practice of clinical psychology. It is designed to contribute to a student's knowledge, skills, and expertise in scholarship and in the science and practice of professional psychology. The doctoral dissertation serves as an important capstone requirement for cumulative, sequential learning in research methodologies and in evaluating the student's 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 on the educational and training experiences, and apply their learning to clinical and social issues. The qualifying exams are milestone experiences allowing faculty to evaluate students' readiness for internship and ability to proceed in the program. Receiving a failing grade on these exams indicates that students demonstrate significant problems in several areas measured on these exams. Students who fail any of the Psy.D. Qualifying Exams the first time will receive feedback about their exam performance and will, in most cases, have an opportunity to take the exam a second time. Students who fail a doctoral qualifying exam the second time will be referred to their Program Director and may result in dismissal from the program.

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 seven 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.
- Submission of three reference letters.
- Submission of transcripts of all undergraduate and graduate coursework.
- Submission of an application and all related materials as detailed in the application process.
- 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 does not grant credit for any curriculum requirements based on prior learning assessment.

Degree Requirements

The following courses are required for this 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	Psychometric Theory	3 cr.
PSYD-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-518	Advanced Adlerian Approaches to Individual and Family Therapy	3 cr.
PSYD-530	Community Psychology	3 cr.
PSYD-550	Statistics	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-602	Social Justice Practicum I	1 cr.
PSYD-603	Social Justice Practicum II	1 cr.
PCO-623	Life Span Development	3 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment (with Lab)	3 cr.
PSYD-628	Assessment II: Personality Assessment (with Lab)	3 cr.
PSYD-629	Assessment III: Integrated Assessment	3 cr.
PSYD-630	Cognitive-Behavioral 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 Couple and Family Therapy	3 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PSYD-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 Dissertation Seminar: Proposal I	0 cr.

PSYD-901	Doctoral Dissertation Seminar: Proposal II	0 cr.
PSYD-902	Doctoral Dissertation Seminar	0 cr.
PSYD-903	Doctoral Dissertation Seminar	0 cr.
PSYD-904	Doctoral Dissertation Seminar Continued	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

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.

YEAR ONE

Fall Term

PSYD-510	Psychometric Theory	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-602	Doctoral Social Justice Practicum I	1 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment (with Lab)	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction – Adult	3 cr.

Term Credits = 14

Spring Term

PSYD-603	Doctoral Social Justice Practicum II	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-628	Assessment II: Personality Assessment (with 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-629	Assessment III: Integrated Assessment	3 cr.
PSYD-632	Cognitive/Affective Bases of Behavior	3 cr.
PSYD-655	Ethics	3 cr.
PSYD-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 12

YEAR TWO**Fall Term**

PCO-623	Life Span Development	3 cr.
PSYD-630	Cognitive-Behavioral Approaches to Intervention	3 cr.
PSYD-701	Assessment Practicum I	1 cr.
PSYD-711	Assessment Practicum Seminar I	1 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 Couple 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-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-704	Therapy Practicum I	1 cr.
PSYD-714	Therapy Practicum Seminar I	1 cr.

Term Credits = 8**Spring Term**

PSYD-550	Statistics	3 cr.
PSYD-900	Doctoral Dissertation Seminar: Proposal I	0 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-901	Doctoral Dissertation Seminar: Proposal II	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 902	Doctoral Dissertation Seminar	0 cr.

Term Credits = 6**Spring Term**

PSYD-680	Supervision and Consultation	3 cr.
PSYD-903	Doctoral Dissertation Seminar	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 904	Doctoral Dissertation Seminar, continued	0 cr.

Term Credits = 6**YEAR FIVE**

<i>Pre-doctoral Internship</i>		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 Social Justice 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 dissertation.
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 – VANCOUVER CAMPUS

MART-200 Counselling/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 Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

MART-201 Counselling/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 Social Justice Practicum (SJP) and provide a format for integrating students' experiences in their SJP site.

MACP-200 Professional Development Seminar I & II 1 Credit Each MACP-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 Social Justice Practicum.

MART-202 Social Justice 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 Social Justice Practicum. Students are opening doors for psychology and art therapy where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help.

SJP-202 Social Justice Practicum I 1 Credit
(Vancouver Campus)

Corequisites: Concurrent with one of the following courses: 350, 402, 505, or 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 on an application process overseen by the Department of Training and Community Service. Students will spend 8 to 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 Social Justice 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 Social Justice 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.

MART-204 Social Justice Practicum Continued 0 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 Social Justice Practicum. Students are opening doors for psychology and art therapy where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help.

MAOP-210 Leadership Development 3 Credit
(Vancouver Campus)

As an essential supplement to MAOP-560 (Leadership Theory and Practice), this course will help students discover and mobilize their individual and collective leadership capacity in the field of organizational psychology. Emphasis will be placed on identifying the students' unique strengths, core values, and self-limiting beliefs and discerning a personal "quest" worthy of their deepest commitment. Students will gain a working knowledge of professional issues faced by the organizational psychologist in a variety of different contexts and a portfolio of resources and principles for setting their quest in motion. The course will also offer a preliminary overview of social responsibility within the context of the business community and additional assistance in orienting and preparing for the Social Justice Practicum (SJP). Learning throughout this seminar will be reinforced by dynamic group activities, peer coaching, reflective journaling, guest speakers, and applied projects.

MAOP-220 Professional Development Seminar (Vancouver Campus) 1 Credit

In this capstone course, students will learn the guiding principles and large group methods used to build and strengthen communities of belonging, where members feel a deep sense of shared purpose, interconnectedness, emotional ownership, and accountability for the whole. Emphasis will be placed on the application of well-established methodologies aimed at bringing large groups of people together to create visions, build strategy, define work processes, and create direction for institutions and communities. A key component of the course is developing and setting in motion a personal and collective strategy for building a professional network and community of practice as MAOP alumni.

MAOP-222 Social Justice Practicum I (Vancouver Campus) 1 Credit

Students will spend 8 to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site. A minimum of 150 clock hours of SJP is required. International social justice opportunities are also available. Students will engage in structured project activities related to social action, outreach, programming, development, and needs assessment. For more information, students should contact the Manager of Social Justice Practicum, Vancouver Campus.

MAOP-225 Social Justice Practicum II 1 Credit
TBA

PCO-337 Group Psychotherapy 3 Credits
TBA

MACP-337 Group Psychotherapy (Vancouver Campus) 3 Credits

Prerequisites: MACP-472, MACP-520. This course examines the history, theory, methods, and application of group psychotherapy in professional psychology. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practice groups, and participation in and experience leading an experiential in-class group. The class meets as a group, and students process their experiences in the here-and-now. The goal is to help students become more comfortable with themselves and, therefore, learn to relate more effectively and creatively in the group setting.

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

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.

MART-345 Assessment, Diagnosis, and Treatment Planning in Counselling/Art Therapy (Vancouver Campus) 3 Credits

This course introduces purpose (functions), issues, and processes of clinical counselling/art therapy assessment, diagnosis, and treatment planning. History, information and skills of counselling/art therapy assessments, psychological diagnosis and treatment planning are

presented. The main categories of counselling/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.

MART-346 Counselling/Art in Group Therapy 3 Credits
(Vancouver Campus)

This course offers models, approaches, and skills in group counselling/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 therapy working with both words and images. This course is designed as a training experience, which in addition to developing skills to facilitate therapy groups, develops an awareness of how the efficacy of group experience can transform the individual.

MACP-402 Introduction to Adlerian Psychology and Psychopathology 3 Credits
(Vancouver Campus)

Introduction to Adlerian Psychology and Psychotherapy covers the major principles of Adlerian or individual psychology. Students learn the theoretical principles as a basis for understanding each individual's creation of a "unique style of life" or personality. This course will address cognitive, affective, social, cultural, and diversity aspects in the individual's formation of his or her view of self, others, and the world. The social nature of people, individual creativity, holism, purposive behavior, family system, memory, and private logic are among the theoretical principles that will be explored. This course also includes thorough examination of Adler's futuristic principle of *Gemeinschaftsgefühl* and its potential impact on both individuals and mankind.

PCO-402 Introduction to Adlerian Psychology and Psychopathology 3 Credits
TBA

MACP-433 Parent Education: Adlerian Theories and Interventions 2 Credits
(Vancouver Campus)

Prerequisite: MACP-402. This course prepares students to provide child guidance and parent education based on Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students develop skills and knowledge for conducting parenting groups/workshops in the local community and gain a greater sense of parenting issues, support, and strategies. The course also provides students with an opportunity to apply the material within their practice and within the local community. There will be an in-class presentation component as well as a presentation in the local community.

PCO-433 Parent Education: Adlerian Theories and Interventions 2 Credits
(Vancouver Campus)

Prerequisite: PCO-402 (may not be taken concurrently). This course provides an opportunity to develop child guidance and parenting knowledge and skills based on 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.

MACP-438 Introduction to Addictive Disorders 3 Credits
(Vancouver Campus)

This course is designed to provide an introduction to substance dependence, substance abuse, and other addictive disorders. Included is an overview of the information needed to assess addictive disorders, along with the relevant treatment models, and to provide the tools 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, treatment delivery systems, and social justice issues.

PCO-438 Introduction to Addictive Disorders 3 Credits
(Vancouver Campus)

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.

MART-451 Sociocultural and Multicultural Approaches in 3 Credits
Counselling/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. Students learn about and gain an understanding of multicultural art therapy and sociocultural perspectives in art therapy. Critical methods and best practices of multicultural art therapy are examined through class discussions, exercises, and assessment assignments. Increased awareness and application of multicultural art therapy skills are taught in order to foster the development of culturally competent practitioners and researchers. Students gain an understanding of historical, social, and political factors, which influence beliefs, attitudes, and behaviors toward individual difference in order that they gain the skills to become socially responsible practitioners.

MART-452 Theories and Methods of Counselling/Art Therapy 3 Credits
Intervention I: Families, Couples, 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 counselling/art therapy, couple counselling/art therapy, and the process of clinical interventions across the life span and generations. This course addresses issues arising in culturally diverse families and effective approaches to treatment utilizing Adlerian theory and other predominant theoretical models. Learning in this course will focus on information and strategies through experiential exercises, lectures, and written and oral assignments.

MART-453 **Theories and Methods of Intervention in
Counselling/Art Therapy II: Trauma
(Vancouver Campus)** **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 conceptualization, neurobiological research implications, resilience, trauma and attachment, vicarious trauma, and self-care are covered in depth, as well as the effects of trauma on diverse populations. This course is designed to assist students in expanding their art therapy and counselling knowledge and skills, such as intervention techniques. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client concerns. This course also focuses on students' application of theory-specific counselling techniques in the context of therapeutic relationships (i.e., stages of treatment, common factors in the change process, and a focus on inclusive and culturally sensitive practice). Students will be introduced to somatic awareness as an emergent focus in trauma treatment, in particular to techniques pertaining to arts-based practices.

MART-466 **Studio Art
(Vancouver Campus)** **3 Credits**

This course provides studio time to gain skills, develop visual art techniques, explore artistic creativity via materials and media in art therapy through visio-spatial and perception skills as they relate to counselling and psychotherapeutic health and wellness goal setting for clients. Students explore personal creativity in relation to the art therapy and counselling profession. An emphasis is placed on the process of materials and media involved in art-making as it relates to the profession of art therapy as well as how it is integrated within the realm of increased mental health and wellness is a focus of this course. Additionally, students share information about art-making techniques to expand each individual's repertoire of media and approaches. Art experientials that use symbolism, the formal elements of art, and the Expressive Therapies Continuum 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 counselling. Students also collaborate and consult within a peer and supervisory model in the planning, publicizing, and staging and execution of a studio art show that highlights their art made throughout the course.

MART-467 **Counselling/Art Therapy Practicum Seminar I
(Vancouver Campus)** **2 Credits**

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 counselling, psychotherapy, and 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 and mental health counselling. This seminar is designed to assist students in expanding their counselling knowledge and skills. 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 counselling 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 counselling. Students discuss and present cases that include artwork to demonstrate their ability in applying counselling 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 Counselling/Art Therapy Practicum Seminar II 2 Credits
(Vancouver Campus)

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 counselling knowledge and skills. Students continue to 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 and demonstration of theory-specific art therapy and counselling 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 counselling 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 counselling.

MACP-472 Counselling Skills & Intervention 3 Credits
(Vancouver Campus)

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice. In the area of intervention, the course familiarizes students with the primary elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, and basic diversity competency in helping relationships. The course covers counsellor attending, effective use of active listening skills (verbal and nonverbal) and other interventions, intake interviewing, and goal setting, writing case notes, and self-reflection. Students will also learn to apply ethical standards that are relevant to issues in this course (e.g., informed consent, confidentiality, dual relationships).

PCO-472 Basic Intervention & Assessment Skills 3 Credits
TBA

PSYD-472 Basic Intervention and Assessment Skills 3 Credits
(Vancouver Campus)

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 clinical interviewing, the mental status exam, treatment planning, and providing client feedback. Students are also introduced to 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 theoretical models 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.

PCO-473 Pre-practicum Counselling Lab 0 Credits
TBA

MART-480 Counselling/Art Therapy Practicum I 1 Credit
(Vancouver Campus)

As supervised clinical training, a clinical practicum involves students providing psychological services to clients under the direction of competent clinicians. The goal of this training or apprenticeship is for students to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity.

MART-481 Counselling/Art Therapy Practicum II 1 Credit
(Vancouver Campus)

As supervised clinical training, a clinical practicum involves students providing psychological services to clients under the direction of competent clinicians. The goal of this training or apprenticeship is for students to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity.

MART-482 Counselling/Art Therapy Practicum Continued 0 Credit
(Vancouver Campus)

As supervised clinical training, a clinical practicum involves students providing psychological services to clients under the direction of competent clinicians. The goal of this training or apprenticeship is for students to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity.

MACP-495 Research in Counselling Psychology 3 Credits
(Vancouver Campus)

Prerequisite: Undergraduate course in Research Methods. This course discusses the assumptions and methods of a range of both qualitative and quantitative research designs used in counselling psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of the advancement and challenges in the field of counselling psychology. Students also gain an appreciation for the role of research in an informed and ethical counselling practice.

PCO-495 **Research Methods** **3 Credits**
TBA

MAC-502 **Master's 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 counselling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counselling.

MACP-505 **Ethical Practice in Counselling Psychology** **3 credits**
(Vancouver Campus)

This course is designed to provide students with a solid foundation for the ethical practice of counselling psychology. Students will become familiar with the codes of ethics used by counsellors as well as a systematic process of ethical decision making when faced with ethical dilemmas. This course will also provide an overview of legal issues that affect the day-to-day work of counsellors. Issues of diversity and social justice will be discussed throughout the course and applied to ethical practice.

MART-505 **Counselling/Art Therapy Professional Development,** **3 Credits**
Issues, and Ethics (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, 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 counselling and psychology. This course will also address legal issues that affect the day-to-day work of counsellors.

MAC-506 **Master's Practicum I** **1 Credit**
TBA

MAC-507 **Master's Practicum II** **1 Credit**
TBA

PSYD-510 **Psychometric Theory** **3 Credits**
(Vancouver Campus)

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.

MAOP-515 Communication Theory and Practice 3 Credit
(Vancouver Campus)

This course is designed to provide students with the foundational communication skills, principles, and theoretical frameworks necessary for entry-level consulting practice. The course familiarizes students with the primary elements of a consulting relationship, process consultation, and basic diversity competency in consulting relationships. The course covers the contracting meeting, appreciative interviewing, active listening skills (verbal and nonverbal), client engagement, whole system discovery, understanding resistance, goal setting, and self-reflection. Designing and delivering contextually based, experientially driven learning events for the Vancouver business community is also a key component of this course. Students will learn to apply ethical issues that are relevant to topics in this course (e.g., informed consent, confidentiality).

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 on 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 counselling 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 counselling.

MACP-516 Individual Appraisal for Counsellors in Practice 3 Credits
(Vancouver Campus)

This course will familiarize students with assessment and evaluation commonly used in counselling 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 counselling.

PSYD-518 Advanced Adlerian Approaches to Individual 3 Credits
TBA and Family Therapy (Vancouver Campus)

MACP-520 Theories of Psychotherapy (Vancouver Campus) 3 Credits

This survey course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Theories to be examined may include many of the foundational theoretical approaches to treatment such as psychoanalytic, person-centered, existential, Gestalt, rational emotive, behavioral, cognitive, family systems, feminist, solution-focused, and narrative therapies. The course will examine the relevant application of theory in conceptualizing one's ongoing work with a client. The difference between using a theory and using an intervention will be reviewed. The course will also examine the evidence base for psychotherapy.

PCO-520 Theories of Psychotherapy (Vancouver Campus) 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.

MAOP-523 Psychometrics Lab (Vancouver Campus) 1 Credit

The objective of this course is to increase students' familiarization with psychometric issues pertinent to the present day organizational psychologist as both informed consultant and active researcher. Students will learn research skills that will help them develop innovative solutions to problems in psychological measurement. The course covers developing psychological measurement instruments and relevant ethical implications, investigating the reliability and validity of psychological data, and analyzing psychometric data using factor analytic procedures.

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

Prerequisite: PCO-495. Students are required to take this course prior to registering for MAC-526. 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.

MAOP-525 Statistical Methods at Work (Vancouver Campus) 3 Credit

This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness. Students will learn to translate organizational questions into research questions, determine appropriate statistical tools, and make decisions and solve problems in organizations based on quantitative data. Statistical techniques most commonly used in organizational settings will be covered, including distributions, correlations, probability, regression analyses, and group differences methodologies. Students will be provided with organizational data sets that they will use to gain competencies in framing and answering organizational questions, analyzing and interpreting quantitative data, and creatively presenting results to a variety of stakeholders, including a panel of practitioners. Finally, this course will prepare students for their thesis work by introducing a number of advanced statistical methods, such as meta-analysis and structural equation modeling.

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

Prerequisites: PCO-495, MAC-525. Students are required to take this course prior to registering for MAC-527. The M.A. Thesis is a student-directed research project conducted in consultation with an approved faculty member of a topic of quantitative or qualitative study relevant to the theory and practice of counselling psychology. The thesis 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 of counselling psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines and Canadian Psychological Association and American Psychological Association standards.

MAC-527 **M.A. Thesis II** **1 Credit**
(Vancouver Campus)

Prerequisite: MAC-526. Students are required to take this course prior to registering for MAC-528. See description for MAC-526.

MAC-528 **M.A. Thesis III** **1 Credit**
(Vancouver Campus)

Prerequisite: MAC-527. See description for MAC-526.

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

M.A. students who are continuing to work on their thesis and have already registered for and completed the M.A. Thesis course must register each term for this course and pay the required fee to remain in good standing. Students enrolled in M.A. Thesis Continuation are expected to make steady and consistent progress on completion of their thesis. Failure to enroll in courses or M.A. Thesis Continuation may result in dismissal from the MAC program.

PSYD-530 **Community Psychology** **3 Credits**
(Vancouver Campus)

Community Psychology studies 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. 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 addresses community issues and problems from multiple levels of analysis (person, group, organization, and society), identifying and critically reviewing related interventions, evaluations, and research.

MAOP-546 **Research Methods in Organizational Psychology** **3 Credits**
(Vancouver Campus)

This course discusses the assumptions and methods of a range of research designs used in organizational psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of individual, group, and organizational behavior. Students are expected to generate a statement of a

research problem of interest and then propose how this problem could be investigated through two different methodologies—one qualitative and one quantitative. Preparation of a research question and exploring options to answer this through research is intended to assist students in their eventual completion of their master's thesis.

MAOP-547 Group Theory and Team Dynamics 3 Credits
(Vancouver Campus)

Much of the activity in organizations occurs in group/team structures and processes. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams in need of support and development. The course will teach the methodologies that internal and external consultants use to assist teams and organizations. The emphasis is on change, conflict, problem solving, team leadership, and ethical practice. 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-549 MAOP Thesis 3 Credits
(Vancouver Campus)

Prerequisites: MAOP-546 & MAOP-550. 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 and Canadian Psychological Association and American Psychological Association standards.

MAOP-550 Preparation for M.A. Research Project 1 Credit
(Vancouver Campus)

Prerequisite: MAOP-546. 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 developing a research proposal that will form the foundation for their final thesis.

PSYD-550 Statistics 3 Credits
(Vancouver Campus)

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.

MACP-569 Lifestyle and Career Development 3 Credits
(Vancouver Campus)

This course will examine a person's career trajectory and dynamics within the context of the person's individual circumstances (e.g., ability, culture, ethnicity, etc.). 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 larger societal context will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.

MAOP-570 Foundations in Organizational Psychology 3 Credits
(Vancouver Campus)

This course builds on foundation material by offering a more detailed consideration of theoretical, methodological, and practical issues associated with organizational behavior at the individual, small group, and organizational levels of analysis. Students will be required to assess the potential applicability of theoretical frameworks to a range of practical settings. The use of interactive discussion, case analysis, and self-reflection will help students develop a deeper understanding and appreciation of their own unique capacity to help individuals, teams, and organizations perform at their best.

MAOP-576 Strategic Human Resource Management 3 Credits
(Vancouver Campus)

This course provides students with an introduction to human resource management, and the role of psychological theory and methodology in promoting strategic utilization and development of human resources in organizations. Current developments in the behavior sciences as they apply to the business organization are stressed. Applied psychology in the workplace is explored through the study of best practices in the areas of job analysis, performance development, recruitment, selection, and training.

MAOP-578 Personnel Selection and Assessment 3 Credits
(Vancouver Campus)

This is a practical, professionally oriented course in how to conduct psychological assessment for the purpose of personnel selection and development in organizational settings. Students will learn applied psychometric theory and how to evaluate, select, administer, score, interpret, and integrate the findings from the most commonly used psychological assessment techniques in the field of organizational psychology. Students will also examine legal and ethical context of personnel assessment and selection in Canada. Primary emphasis will be placed on behavioral interviewing, personality inventories, cognitive ability tests, vocational interests inventories, work samples, and simulations. These techniques will be taught in the context of assisting organizations in selecting and developing leaders.

MAOP-580 Organizational Change and Development 3 Credits
(Vancouver Campus)

This course provides an analysis of structures, culture, and leadership of organizations and how they differ. The majority of the course addresses the theories, activities, challenges, and ethics of change management initiatives affecting work units, task groups, and individuals and the role of the consultant in these processes. The course will familiarize students with organizational and group assessment techniques to use before, during, and after consultation(s) designed to effect change. Additionally, students will learn how to evaluate various organizational interventions and choose appropriate interventions based on theory and scholarly literature. Interwoven throughout the course is an understanding of the ethical implications of organizational intervention and enhanced cross-cultural sensitivity.

MAOP-585 Leadership Coaching (Vancouver Campus) 3 Credits

This course is designed to provide students with an understanding of the principles and practices in executive/organizational coaching and consulting and to examine the contemporary state of the field in the context of current theory and practice. It addresses the organizational issue of developing the capacity of leaders to engage in coaching conversations, identifying and developing leadership potential, and the establishment of coaching as an appropriate response to such development. The course will focus on evidence-based coaching and teach the methodologies that coaches/consultants use to advise and assist leaders in their professional development.

MAOP-586 Organizational Psychology Practicum I (Vancouver Campus) 1 Credit

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 Human Resources or Organizational Development departments in public, private, or not-for-profit organizations; EAP firms; management consulting firms; and relocation or outplacement firms.

MAOP-588 Organizational Psychology Practicum Seminar (Vancouver Campus) 1 Credit

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 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 counselling, consultation, and business practices.

MAOP-590 Career Development and Executive Succession (Vancouver Campus) 1 Credit

This course is designed to provide students with an understanding of a person's career trajectory and dynamics within the context of theories of career development and leadership development. The first objective is to provide an overview of the career development theories and work with individuals to assess career interests and coach them through the career change. This would align to the career transition work carried out by outplacement firms. The course will also prepare students to work within a workforce planning framework to assess and advise on internal candidates' career aspirations and options. Students will learn to assess career interests, abilities, personality, and values as a basis for assisting individuals to explore appropriate career options. The second objective is to provide students with an understanding of the principles of identifying and developing leadership competencies. Students will learn to develop and implement a succession plan for a senior executive team through the use of competency analysis, evaluation of potential, assessment of current skills, and the use of assessment techniques including the development of assessment centres.

PSYD-600 Doctoral 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 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 Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

PSYD-601 Doctoral 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 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 Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

PSYD-602 Social Justice Practicum I 1 Credit
 TBA

PSYD-603 Social Justice Practicum II 1 Credit
 TBA

MACP-623 Life Span Development 3 Credits
(Vancouver Campus)

Within a life span developmental perspective, this course explores human development from conception to late adulthood and how it applies to the fields of counselling and psychology. It examines theories and application of research findings to selected problems in the major periods of the life span. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

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.

PSYD-627 Assessment I: Cognitive and Intellectual Assessment 3 Credits
(with Lab) (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 (with Lab) 3 Credits
(Vancouver Campus)

Prerequisite: PSYD-627. This course will provide students with an overview of the conceptual, theoretical, and empirical issues in the measurement of personality and psychopathology through an examination of the reliability and validity of objective and projective methods. Students will learn to administer, score, and interpret broad-band measures of psychological and objective psychopathology and adult personality (e.g., Minnesota Multiphasic Personality Inventory [MMPI-2], Personality Assessment Inventory [PAI], Millon Clinical Multiaxial Inventory [MCMI-III]) and learn about the adolescent equivalents (i.e., MMPI-A, PAI-A, MACI). Students will also learn to administer, score, and interpret other specific symptom report measures. The course will include an introduction to projective measures (Rorschach, TAT, Sentence Completion) and will integrate the assessment of personality assets and strengths, as well as criticisms of traditional approaches to personality assessment. Although there is no required lab associated with this course, students are required to practice administering and scoring the measures during and outside of class.

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 to (1) effectively organize data, (2) understand the impact of personal bias and cultural factors in the interpretation of assessment findings, (3) use evidenced-based procedures, and (4) 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).

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

In recent years, cognitive-behavioral 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.

PSYD-636 Biological Bases of 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.

MACP-641 Social Psychology and Individual Diversity 3 Credits
(Vancouver Campus)

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.

MAOP-641 Social Psychology and Well-Being at Work 3 Credits
(Vancouver Campus)

This course aims to sensitize participants to the occurrence of occupational health consequences emanating from work stress and is equally concerned with the role of work in creating positive emotional experiences, engagement, meaning, and high-quality connections. It deals with models of job-related well-being and empirical findings from occupational health and positive organizational scholarship; it explores the issues associated with the measurement of emotional experience and their causes and demonstrates the analytical procedures and techniques for testing various models of well-being and strain. In addition, a strong objective of the course is to encourage students and practitioners of organizational psychology to enhance psychological fulfillment and manage occupational stress in the workplace.

PCO-641 Social Psychology and Individual Diversity 3 Credits
(Vancouver Campus)(Vancouver Campus)

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; and self and self-presentation.

MACP-647 Biopsychosocial Bases of Health and Dysfunction 3 Credits
(Vancouver Campus)

Upholding the complementary relationship between assessment and intervention, this course is designed to provide students with the foundational knowledge and skills necessary for entry-level clinical practice. In the area of intervention, the course familiarizes students with the essential elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, meta-theoretical views on human change processes, and basic multicultural competency in helping relationships. In the area of assessment, the course covers intake interviewing, the mental status exam, and the DSM-5 approach to clinical diagnosis.

PSYD-647 Biopsychosocial Bases of Health and Dysfunction – Adult 3 Credits
(Vancouver Campus)

Clinical features of a wide range of mental disorders (e.g., psychophysiological, anxiety, personality, mood, and psychotic disorders and stress-related dysfunctions) will be examined. A comprehensive introduction to the biopsychosocial etiologies of mental disorders (e.g., biological and cognitive paradigms) and therapeutic approaches (e.g., psychodynamic and cognitive-behavior therapies) commonly used for their treatment will be reviewed.

PSYD-648 Biopsychosocial Bases of Health and Dysfunction – Child 3 Credits
(Vancouver Campus)

This course is designed to provide students with the foundational knowledge and skills necessary for understanding diagnoses in childhood from a biopsychosocial perspective. A comprehensive introduction to the biopsychosocial etiologies of mental disorders and therapeutic approaches (e.g., cognitive-behavioral, attachment, family therapies, etc.) commonly used for treatment will be reviewed. Clinical features of a wide range of mental disorders (e.g., psychophysiological, anxiety, mood, and psychotic disorders and stress-related dysfunctions) will be examined. Students will familiarize themselves with both the DSM-IV-TR and DSM-5 classification of disorders (with a focus on childhood) as a way to critically think about the reasons for the criteria changes, as well as the evolving nature of psychiatric diagnosis and nosology.

PSYD-655 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.

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

This course is designed to acquaint students with the fundamental principles of humanistic-existential approaches to psychotherapy. Beginning with the work of Carl Rogers, humanistic approaches to intervention have placed the client at the forefront of the treatment process. Understanding the value of the client's own choices in the development

and progress of treatment, humanistic models operate from an assumption that clients in treatment have the capacity to decide and implement changes in their lives. This course will emphasize the evidence base underlying such interventions as emotion-focused therapy, which has established a strong body of research support. Students will learn the guiding principles as well as specific techniques associated with these models of treatment.

MAF-663 Effective Marriage and Family Therapy 3 Credits
TBA

MACP-663 Effective Couple and Family Therapy 3 Credits
(Vancouver Campus)

This course offers an in-depth understanding of several evidence-based models for intervening with families and couples. This course covers a range of dysfunctions within couple and family systems and appropriate interventions. Emphasis is on the systematic application of techniques through theoretical analysis, intervention selection, and role-playing of interventions. Students will be encouraged to examine how these models fit for themselves theoretically and personally, and how well they fit with a variety of clinical populations.

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.

MACP-671 Structural and Sociocultural Bases of Health and Dysfunction 3 Credits
(Vancouver Campus)

Prerequisites: MACP-472, MACP-520. 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 behaviors, and large macro-trends). Therefore, effective clinical intervention and problem solving requires an ability to see, analyze, and understand these phenomena and to develop appropriate remedial responses.

MACP-647 Biopsychosocial Bases of Health and Dysfunction 3 Credits
(Vancouver Campus)

Upholding the complementary relationship between assessment and intervention, this course is designed to provide students with the foundational knowledge and skills necessary for entry-level clinical practice. In the area of intervention, the course familiarizes students with the essential elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, meta-theoretical views on human change processes, and basic multicultural competency in helping relationships. In the area of assessment, the course covers intake interviewing and the mental status exam and familiarizes students with the DSM-IV-TR multiaxial approach to diagnosis and introduces the DSM-5 approach to clinical diagnosis.

**PCO-675 Structural and Sociocultural Bases of Health and Dysfunction3 Credits
(Vancouver Campus)**

Traditionally, psychologists work within circumscribed clinical contexts in which mental health issues are deemed functions of individual pathology. In fact, many mental health issues are symptomatic of structural phenomenon that characterize the context in which individuals exist and over which they have limited influence (e.g., public policy, institutional behaviors, culturally-embedded biases). The objective of this course is to shed light on these structural variables and how they undermine human well-being. In particular, the course will be designed to (1) provide students with some of the basic analytic and critical-thinking skills needed to identify and understand the role of structure in shaping human welfare, (2) help students think about how to integrate structural analysis and understandings into their clinical work, and (3) help students think about how to fulfill their responsibility to their clients as well as society as a whole by encouraging public debate around this issue and by actively advocating for welfare-enhancing structural change.

**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 behaviors, 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.

**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.

**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 PSYD-636. This course may be taken concurrently with PSYD-636; students choosing to do so are advised that additional self-study will most likely be required.

**PSYD-691 Doctoral Clinical Qualifying Exam – Intervention 3 Credits
TBA**

**PSYD-692 The Role of the Psychologist in Management, 3 Credits
Administration, and Leadership
(Vancouver Campus)**

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. Theories and practices of good and socially responsible organizational leadership and emphasis on its applications will form a focus of the class.

PSYD-701 Assessment Practicum I 1 Credit
(Vancouver Campus)

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-5 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-702 Assessment Practicum II 1 Credit
(Vancouver Campus)

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-5 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-703 Assessment Practicum III 1 Credit
 TBA

PSYD-704 Therapy Practicum I 1 Credit
 TBA

PSYD-705 Therapy Practicum II 1 Credit
 TBA

PSYD-706 Therapy Practicum III 1 Credit
 TBA

PSYD-711 Assessment Practicum Seminar I-III 1 Credit Each
PSYD-712 (Vancouver Campus)
PSYD-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)
PSYD-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.

PSYD-900 Doctoral Dissertation Seminar: Proposal I 0 Credits
 TBA

PSYD-901 Doctoral Dissertation Seminar: Proposal II 0 Credits
 TBA

PSYD-902 Doctoral Dissertation Seminar 0 Credits
 TBA

PSYD-903 Doctoral Dissertation Seminar 0 Credits
 TBA

PSYD-904 Doctoral Dissertation Seminar Continued 0 Credits
 TBA

PSY-990 Doctoral Clinical Qualifying Exam – Assessment 3 Credits
 TBA

MAC-995 Master's Clinical Qualifying Examination 0 Credits
(Vancouver Campus)

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 Counselling 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.

MPP-500 Principles of Community Psychology 3 Credits
(Vancouver Campus)

Community psychology studies a wide variety of forces and structures in the community that affect the positive growth, development, and functioning of its members. The practice of community psychology is directed towards interventions that facilitate psychological competence and empowerment and 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) and identifying and critically reviewing related public policy interventions, evaluations, and research. In this course, students focus on investigating a range of pervasive social justice issues such as violence, homelessness, poverty, and mental illness that impact the well-being of individuals and communities. The objective of this course is to provide students with an understanding of the context in which social inequities and disparities in health and mental health arise and may be reinforced, and critically review related policy responses and interventions, evaluations, and research that addresses these social factors (such as barriers, challenges, injustices, and disadvantage).

MPP-505 Public Sector Governance 3 Credits
(Vancouver Campus)

This course provides an examination of the democratic institutions and processes involved in developing, influencing, and forming public policy as informed by macro-level processes such as our changing national ideology, emerging and established social movements, governmental/legal systems, and political ideologies and practices. While a primary focus is on the governance of the Canadian public sector, comparisons with other models in the global environment are also considered. The course also critiques the role of the street-level bureaucrat in different contexts of governance and examines the micro-level factors that inform the public policy process and the relationship between citizens and government.

MPP-550 Economy and Economic Analysis 3 Credits
(Vancouver Campus)

This course provides learning in the role of government in public financing for social programming within a market-oriented economy. Course content includes the basic economic tools and microeconomic models that are relevant to current policy and public sector choices. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity; as well as how microeconomics is used in public policy analysis; and methods of economic analysis. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

Applied Research Methods I: Models and Analytics **3 Credits**
(Vancouver Campus)

This course covers fundamentals of psychological research as well as quantitative and qualitative research methodologies relevant to conducting community-based research. These include community needs assessment, analysis of census and other statistical information on communities, evaluation of programs offered by community agencies and organizations, and mixed methods research with program practitioners and community residents for the purpose of addressing community-based problems. Community-based action 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. Students will draw on their current or past experience with community-based organizations to understand the process of engagement with an agency or organization in the creation of a community-based action research proposal.

MPP-520 **Applied Research Methods II: Applications** **3 Credits**
(Vancouver Campus)

This course offers an advanced investigation of qualitative research methods for conducting needs assessments and evaluating outcomes of social programs and services. It provides an understanding of program assessment and evaluation as a social 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.

MPP-530 **Public Policy Analysis and Application** **3 Credits**
(Vancouver Campus)

This course focuses on social change and how it takes place by considering social problems and the development of public policy within the contexts of public administration, community organizing, and activism. The course identifies methods for understanding the political process as a system and considers evaluation research and its importance in addressing complex policy issues. It examines how community development leaders and practitioners, healthcare workers, advocacy groups, and community organizations can work with local, provincial, and federal governments to address issues of social change. The course provides an overview of governmental structure, processes, and policies at all levels and also addresses the complex tensions between public policy and community organizing and social justice practices. It presents effective methods of communication, advocacy, and lobbying for questions that challenge policy, promote concerns, and address needs.

MPP-540 **Organizational Leadership and Management 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. In the course, students will learn how to engage leadership functions, including assembling and managing boards, financial management, and performance management. Students will identify the respective responsibilities of board members, executive directors, staff, and volunteers within different governance models. Students will address the importance of fundraising, grant writing, communications, managing information systems, and public relations relevant to nonprofit organizations. In addition, students will gain an appreciation of the significance of human resource requirements internal to nonprofit organizations, which include board members, management, staff, and volunteers. This course will also consider the role that the nonprofit sector plays in the economy and in promoting civil society.

MPP-570 Ethics, Diversity, and Socially Responsible Practice 3 Credits
(Vancouver Campus)

This course is designed to provide students with a solid foundation for the ethical and socially responsible practice of leadership and management in the public and nonprofit sectors. Questions related to values, ethics, 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. In studying ethical frameworks, students will learn to distinguish moral and ethical positions with an emphasis on respecting diverse cultural values without slipping into ethical relativism. They will develop an understanding of ethical decision-making processes as they develop increasingly complex understandings of how to apply the Public Health Code of Ethics and adhere to the discipline-relevant ethical codes. Students will develop and respond to ethics-based scenarios based on their previous academic work in Community Psychology as well as their experience in community service and community development. Finally, they will articulate their own standpoint as socially responsible practitioners from within their current historical context as well as their particular theoretical frameworks.

MPP-560 Social Program Planning and Implementation 3 Credits
(Vancouver Campus)

Public policy can only succeed in building effective social systems and practices through the development and implementation of quality programming. Success in social program development and delivery requires a comprehensive understanding of a complex array of planning and development processes, including strategic planning, program development, budgeting, proposal writing, and compliance with evolving accountability measures. This course provides students with the knowledge and skills to succeed in the complex and competitive world of social programming.

Social Change Leadership Concentration Courses:

MPPS-610 Advocacy Strategy and Tactics for Social Change 3 Credits
(Vancouver Campus)

All progress involves change, and understanding the dynamics and implications of change on individuals, groups, communities, and institutions is critical in developing efficacious change plans. This course explores theories of change as a means of preparing students to lead change processes. It also examines the activities, challenges, and ethics of change management as they relate to organizations and institutional systems, work/task groups and individuals, and the role of the leader/consultant in these processes. In this course,

students will learn about these strategies and tactics and how they may be used in today's political and social systems. Students will be encouraged to examine how advocacy groups, delivery systems, and community organizations can work with all levels of government to address issues of social change. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that impact on marginalized individuals and groups.

**MPP-500 History and Foundations of Community Development 3 Credits
(Vancouver Campus)**

In this course, community development is understood as a dynamic and comprehensive process that has social, political, economic, and ecological dimensions. The course underpins principles of community organizing and development; specifically the knowledge, skill, and value base underpinning community organizing, planning, development, and change, including policy change. The course explores various models of community development in relation to goals, processes, and outcomes. This course is designed to provide a broad overview of these dimensions using a social determinants of health perspective. The implications of the social determinants of health on different populations are examined, and various contexts in which these four dimensions either impede or promote the health of communities, groups, and individuals. The course also promotes an analysis of the student's social location in relation to his or her role within change-making processes. In addition, students will examine various and current sociopolitical and socioeconomic realities existing in Canada, while examining the meaning and implications of positioning themselves within a change-making process. The meaning of intervention for a community practitioner and various models of intervention will be explored, as relevant in social, organizational, community, group, and individual contexts.

Immigration Policy and Practice Concentration Courses:

**MPPI-605 Canadian Immigration and Refugee Policy and Practice 3 Credits
(Vancouver Campus)**

This course provides students with a comprehensive overview of government law and policy related to the admission and processing of newcomers to Canada. Specific areas covered include immigration admission procedures; procedures guiding refugee claims; the distribution of responsibilities among the federal government, provinces, and municipalities; policies related to funding of immigration services; and the influence of cultural characteristics on immigration and refugee policy.

**MPPI-615 Canadian Settlement Experience and Service Planning 3 Credits
(Vancouver Campus)**

This course provides students with a comprehensive overview of settlement experience in Canada for newcomers, including an exploration of the theory and practice related to social, cultural, and political processes of integration or exclusion. In addition, students will study the structure and system of the settlement service regime that provides support services to newcomers, including the allocation of government-funded programs and services.

MPPI-625**Professional Practicum and Capstone Project
(Vancouver Campus)****3 Credits**

The capstone/field experience offers students the opportunity to work in an organization such as a governmental agency, community group, or nonprofit organization within the social policy area of their choice that is part of students' areas of focus. Guided by a faculty advisor, students will create 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 social 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, a thoughtful synthesis of primary and secondary sources, a review of methods used in their field experience, 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.

ACADEMIC CALENDAR 2016-2017 – VANCOUVER CAMPUS

Event	Date	Comments
Orientation: MAC, MCP, MCP-AT, MAOP, MPPA	Thursday, September 1, 2016	
Orientation: Psy.D.	Friday, September 2, 2016	
Fall Term Begins.	Tuesday, September 6, 2016	
Thanksgiving Day	Monday, October 10, 2016	Campus Closed
Remembrance Day observed	Friday, November 11, 2016	Campus Closed
Fall Term Ends	Friday, December 16, 2016	
Christmas Day observed	Sunday, December 25, 2016	Campus Closed
Boxing Day observed	Monday, December 26, 2016	Campus Closed
New Year's Day observed	Monday, January 2, 2017	Campus Closed
Orientation: MAC and MCP	Tuesday, January 3, 2017	
Spring Term begins	Wednesday, January 4, 2017	
Family Day	Monday, February 13, 2017	Campus Closed
Good Friday	Friday, April 14, 2017	Campus Closed
Easter Monday	Monday, April 17, 2017	Campus Closed
Spring Term Ends	Tuesday, April 18, 2017	
Summer Term Begins	Monday, May 1, 2017	
Victoria Day	Monday, May 22, 2017	Campus Closed
Canada Day observed	Friday, June 30, 2017	Campus Closed
Canada Day	Saturday, July 1, 2017	Campus Closed
Summer Term Ends	Friday, July 28, 2017	
BC Day	Monday, August 7, 2017	Campus Closed

FACULTY

Adler 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, areas 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 Online Campuses

CORE FACULTY

Josefina Alvarez, Ph.D., Core Faculty, Full Professor

Rabiatu Barrie, Ph.D., Assistant Professor

Katy Barrington, Ph.D., Associate Professor

Breanna Banks, Ph.D., Core Faculty

Geoff Bathje, Ph.D., Associate Professor

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

Tamekia Bell, Ph.D., Core Faculty,

Lauren Benoist, Ph.D., Core Faculty

Mark Bilkey, Psy.D., Program Director, Assistant Professor

Lyuba Bobova, Ph.D., Assistant Professor

Neil Bockian, Ph.D., Full Professor

Frances Brady, M.A., Public Services Librarian

Kristina Brown, Ph.D., Chair, Department of Couple and Family Therapy,
Associate Professor

Heather Cannon, MLIS, Technical Services Librarian

Paul Cantz, Psy.D., Associate Director, Training, Associate Professor

Jon Carlson, Psy.D., Distinguished Professor, Center for Adlerian Practice and Scholarship

Tsui-Yee Chow, Ed.D., Chair, Department of Counselor Education and Counseling,
Assistant Professor

Jay Colker, D.M., Program Director, M.A. in Counseling and Organizational Psychology,
Assistant Professor, Director, Center for Adlerian Practice and Scholarship

Daniel Cooper, Ph.D., Executive Director

Cristina Cox, Ph.D., Full Professor
Raymond Crossman, Ph.D., President
Michael Davison, Psy.D., Program Director, Assistant Professor
Michelle Dennis, Ph.D., Program Director, Assistant Professor
Mary O'Connor Drout, Ph.D., Program Director, M.A. in Counseling:
Specialization in Rehabilitation Counseling, Assistant Professor
Steve DuBois, Ph.D., Assistant Professor
Vida Dyson, Ph.D., Full Professor
Greta Ferkel, Executive Dean, Online Campus
James Matthew Finn, Psy.D., Assistant Professor
Paul Fitzgerald, Psy.D., Director, M.A. Training
Russell Flaten, Ed.S., Training Coordinator, Sports and Health
Teresa Fletcher, Ph.D., Full Professor
Haley Fox, Ph.D., Training Coordinator, Assistant Professor
Cadmona Hall, Ph.D., Associate Professor
Fred Hanna, Ph.D., Program Director, Doctor of Philosophy in
Counselor Education and Supervision, Full Professor
Janna Henning, J.D., Associate Professor
Christina Jackson-Bailey, Ph.D., Associate Professor
Peter Ji, Ph.D., Assistant Professor
Monique Jimenez-Herrera, Psy.D., Interim Chair, Department of Clinical Psychology,
Associate Professor
Leigh Johnson-Migalski, Psy.D., Associate Professor
Benton Johnson, Ph.D., Assistant Professor
Rachel Johnston, Ph.D., Program Director, M.A. in Criminology & Criminal Justice,
Assistant Professor
Davina Jones, Ph.D., Program Director, Media and Communications
Sandra Kakacek, Ed.D., Training Coordinator, Assistant Professor
Eunice Kim, Psy.D., Director, Psy.D. Training
Jennifer LaCivita, Psy.D., Chair, Department of Art Therapy, Assistant Professor
Georgios Lampropoulos, Psy.D., Assistant Professor
Justin Lauka, Ph.D., Program Director, Assistant Professor
Estevan Limon Lopez, Associate Professor
Tomeka McGee-Holloway, M.A., Core Faculty
Catherine McNeilly, Psy.D., Associate Professor
Steven Migalski, Psy.D., Assistant Professor
Nataka Moore, Psy.D., Associate Professor
Theresa Moore, Ed.D., Assistant Professor
Lauren Nichols, Psy.D., Assistant Professor
Ariel Orlov, Distance Education Librarian
Grady Osten-Garner, Ph.D., Core Faculty, Assistant Professor
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Academic Affairs/Executive Director, ACHS
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Elena Quintana, Ph. D., Executive Director, Institute on Public Safety and Social Justice
Alberto Richardson-Varona, Psy.D., Assistant Professor
Gail Roy, M.A., Associate Professor
Seema Saigal, Ph.D., Assistant Professor
Sreedevi Satyavolu, Access Services Librarian
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Assistant Professor
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Military Psychology, Assistant Professor
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Marla Vannucci, Ph.D., Associate Professor
Valerie Werner, Ph.D., Program Director, M.A. in Public Policy and Administration,
Assistant Professor
Jerry Westermeyer, Ph.D., Full Professor
Isha Williams, M.A., Clinical Director
Camille Williamson, A.M., Director, Community Engagement
Joshua Wolff, Ph.D., Assistant Professor
Amy Zavada, Ph.D., Assistant Professor

Vancouver Campus

FULL-TIME CORE FACULTY

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Debbie Clelland, Ph.D., MAC/MCP
Danielle Duplassie, Ph.D., MAC/MCP
Duanita Eleniak, Ph.D., MCP: Art Therapy Program Director
Kathleen Irvine, Ph.D., MAC/MCP
Lucy Jdanova, Ph.D., MAOP
Tomas Jurcik, PSY.D.
Anna Khaylis, PSY.D.
Asa-Sophia Maglio, Ph.D., MAC /MCP Program Director
Michael Mandrusiak, Psy.D., Director of Training and Community Service
Pamela Patterson, Ph.D., MAC/MCP
Patrick O'Neill, Ph.D., MAOP Program Director
Vaneeta Sandhu, Psy.D., PSY.D.
Neru Sidhu, Psy.D., PSY.D.
Hammond Tarry, D.Phil., MAC/MCP/PSY.D.
Marianna Terrett, Ph.D., MAC/MCP
Cindy Weisbart, Psy.D., PSY.D. Program Director
Rosa Wu, Ph.D., MAC/MCP

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Bethany Germany, M.A., Instructional Designer
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Maryah Qureshi, M.S., Staff Clinician, Couples and Family Services
Joe Redemske, Helpdesk Specialist
Francine Reed, Manager, Community Partnerships
Jason Rodriguez, M.S., Associate Director, Financial Aid

Tom Rohner, B.A., Director, Facilities
Ivonne Sandoval, M.A., Manager, Human Resources
Jennifer Schmidt, Psy.D., Coordinator, Forensic Services
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Gerry Smith, B.S., Director, Application Development
Brandon Taylor, Ed.D., Instructional Designer
Keeya Thomas, Manager, Advancement Services
John Tirado, Ph.D., Staff Psychologist
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Jessica Vasquez, B.A., Community Project Coordinator
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Staff

VANCOUVER CAMPUS

Deb Bailey, Manager of Community Service Practicum
Ada Christopher, Director of Admissions and Program Innovation
Sarah Bucci, Admissions Assistant
Ada Christopher, Director of Admissions and Program Innovation
Alexandra Cruz, Assistant Registrar
Neelam Dhaliwal, Admissions Advisor
Alexandra Dobre, Librarian
Stephanie Haslam, Manager, Student and Alumni Services
Yubai Liu, Admissions Advisor
Michael Mandrusiak, Psy.D., Core Faculty and Director of Training and Community Service
Janice Stuart, Associate Director of Training, Counselling Practicum
Melody Sousa, Registrar/Director of Campus Administration
Rena Stewart, Receptionist and Faculty Assistant
Mina Taheri, Senior Admissions Advisor
Shalina Tandon, Program Coordinator
Michelle Vezina, Coordinator, Campus Operations

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 or 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
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://akadventure.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://highered.colorado.gov/Academics/Complaints/default.html>

Connecticut

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford, CT 06106
trade.practices@ct.gov
ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-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 St., 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 St. NE, 2nd Floor
Washington, DC 20002
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaintform_4_11.pdf

Florida

Florida Commission for Independent Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399-0400
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 St.
PO Box 83720
Boise, ID 83720-0037

Illinois

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 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 St., Room E201
Indianapolis IN 46204
in.gov/che/2744.htm

Iowa

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

Kansas

Kansas Board of Regents
1000 SW Jackson St., 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 Ave., 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
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
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
maine.gov/ag/consumer/complaints/complaint_form.shtml

Maryland

Maryland Higher Education Commission
6 North Liberty St., 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
oag.state.md.us/Consumer/complaint.htm

Massachusetts

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
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
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
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
ago.state.ms.us/index.php/contact
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
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
cpe.state.nv.us/CPE%20Complaint%20Info.htm

New Hampshire

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

New Jersey

New Jersey Higher Education Department
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
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
Gateway Professional Center
1050 E Interstate Ave. Suite 200
Bismarck, ND 58503-5574
701.328.5570
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
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 St.
Oklahoma City, OK 73105
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
doj.state.or.us/consumer/pdf/consumer_complaint.pdf

Pennsylvania

Pennsylvania Department of Education
333 Market St.
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
attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf

Rhode Island

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

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

South Carolina

South Carolina Commission on Higher Education
1122 Lady St., Suite 300
Columbia, SC 29201
803.737.3918
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
tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf

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

Texas

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, TX 78752
thecb.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 St.
Montpelier, VT 05620-2501
AOE.EdInfo@state.vt.us

Vermont Attorney General's Office
109 State St.
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
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
wvhepc.org/resources/Complaint_Process.pdf

Wisconsin

Wisconsin Educational Approval Board
201 W. Washington Ave., 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 Ave., 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 St.
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

